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ABSTRACT

This document comprises a department-by-department review of the major federal programs and activities serving youth in 1989-90. Youth initiatives in the following agencies are described and new activities and significant changes are discussed: (1) U.S. Department of Labor; (2) U.S. Department of Health and Human Services; (3) U.S. Department of Education; (4) U.S. Department of Justice; and (5) U.S. Department of Defense. The following observations and issues are outlined: (1) there does not appear to be a comprehensive federal policy for youth emerging from the Bush Administration; (2) some promising attempts have been made to coordinate certain youth activities, such as Youth:2000, a joint initiative between the Departments of Labor and Health and Human Services; (3) the Job Training Partnership Act (JTPA) demonstrates federal concern for and commitment to youth; and (4) the Bush Administration should commit to an increase in funding for several key youth programs, such as Head Start, Chapter 1 of the Education Consolidation and Improvement Act, the Job Corps, and JTPA. The appendices comprise the following material: (1) lists of Regional Office contacts for the Departments of Labor, Health and Human Services, and Education; (2) a list of the locations and telephone numbers of Navy and Marine Corps Family Service centers; (3) statistical data on the JTPA Title II-A and II-B funding levels by state, rates of JTPA participants, and estimated expenditures for education in the United States for 1987-88 and 1988-89; and (4) a summary of the Department of Education's budget by category for 1988, 1989, and 1990. A list of Youth and America's Future publications is also appended. (FMW)

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Commission on Work, Family and Citizenship

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by J.R. Reingold and Associates, Inc.

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August 1989

YOUTH AND AMERICA'S FUTURE:

THE WILLIAM T. GRANT FOUNDATION COMMISSION ON WORK, FAMILY AND CITIZENSHIP

When William Thomas Grant established the Grant Foundation in 1936, he sought a better understanding of the ways in which individuals adapt to the vicissitudes of life. Touched in his professional life by the importance of caring human relationships, Mr. Grant wished to "help children develop what is in them" so they would better "enjoy all the good things the world has to offer them."

Fifty years later, recognizing the special needs of older adolescents in a changing society, the Foundation's Trustees established **Youth and America's Future** with much the same purpose: its charge is not to engage in new research but to evaluate current knowledge, stimulate new ideas, increase communication among researchers, practitioners, and policymakers and, thus, help our nation chart a better future for youth.

The Foundation's President, Robert J. Haggerty, M.D., has described the Commission's unique perspective:

"Against a rising chorus of legitimate concern about the many problems facing today's youth, the Foundation has initiated this Commission on Youth and America's Future to speak in a different voice. It will explore the strengths of America's young men and women, their families, and the programs and community institutions that serve them. We adopt this approach not to diminish the importance of the problems that exist, but to learn the lessons of success. The Foundation is confident that this effort to look with renewed respect at youth, where they stride as well as where they stumble, will help forge the links of understanding and mutual responsibility that make our democracy strong."

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COMMISSION STAFF

Samuel Halperin
Study Director

Atelia Melaville
Research Associate

Lynda Tredway
Research Associate

Patricia K. Cotta
Executive Assistant

Commission Office: 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541

Telephone: (202) 775–9731

Foreword

In January of 1988, Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, issued the first of two reports on youth in America. *The Forgotten Half: Non-College Youth in America* focused on the school-to-work transition among 16-24 year-olds, particularly those who are unlikely to go on to college. The Commission's November 1988 final report, *The Forgotten Half: Pathways to Success for America's Youth and Young Families*, continued its inquiry into the obstacles and opportunities that young people encounter as they become workers, parents, and citizens. Both documents argue for more attention to the needs of youth by all levels of government and especially by private initiatives. All these agencies were urged to augment specific, proven efforts to help young people succeed in the labor market, in their families, and in their communities.

The Commission was assisted in its deliberations by a series of Information Papers and Working Papers prepared by outside experts. Working Papers summarized existing research on various aspects of youth development and offered policy recommendations for the Commission's consideration. Information Papers were designed to organize basic data on significant topics for which no such compendium was available. All of these documents have been published and are available through the Commission's Washington office. (See the inside back cover of this report.)

Current Federal Policies and Programs for Youth by J.R. Reingold and Associates, originally published in June 1987, was one of the first of these Information Papers. Designed to describe what the federal government does for youth, it summarized youth policies, programs and related expenditures in five major departments of the federal government – Labor, Health and Human Services, Education, Justice, and Defense.

This new edition updates and greatly expands the 1987 version and includes relevant information from President Bush's Fiscal Year 1990 budget proposals. We are indeed fortunate that Janet Reingold has taken on the task of bringing her earlier publication up to date. There are clearly enough changes to warrant running around this track again and Janet's brief Preface calls attention to some of these. We are particularly pleased to bring such a valuable resource to those policymakers, practitioners, researchers, community groups, young people and others who would heed Youth and America's call to help each of our young people find their own pathway to success.

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Harold Howe II
Chairperson
Youth and America's Future:
The William T. Grant Foundation
Commission on Work, Family and Citizenship

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Preface

The purpose of this 1989 -1990 edition of *Current Federal Policies and Programs for Youth* is to provide information about how and in what areas the federal government is focusing our nation's resources for young people. This review includes a survey of current federal programs in five agencies: U.S. Department of Labor; U.S. Department of Health and Human Services; U.S. Department of Education; U.S. Department of Justice; and the U.S. Department of Defense. It is designed to be a follow-up document to the original *Current Federal Policies and Programs for Youth*, which was published in June of 1987. The material contained in this publication is not intended to evaluate program effectiveness or to assess the adequacy of funding levels.

Budget figures for the various agency initiatives/programs were taken from each agency's budget submission. It is important to remember that in late August 1989, the Office of Management and Budget will issue its deficit report to the President and Congress. If the deficit projected in the report exceeds the target set by the Gramm-Rudman-Hollings law, the Office of Management and Budget will estimate across-the-board spending cuts necessary to reach the target. For 1990, if the deficit is projected to be more than $110 billion, the President will issue an order to reduce federal spending. If this happens, the order will cut spending by an equal percentage from each program.

With the exception of the U.S. Department of Justice, information about youth programs in the federal agencies was not available from one source, or one particular office responsible for directing youth initiatives. Rather, many people in various offices and departments were consulted in preparing the publication. In several cases, various individuals within the agencies went out of their way to provide information about youth activities. While this is far from a complete list, I would especially like to acknowledge and thank Gerrard Fiala, Nancy Beckley, Steven Puterbaugh, Libby Queen, Alvin Grisby, Ambrose Bittner, and Patricia Jameson of the U.S. Department of Labor; Hussein Ferris of the U.S. Department of Health and Human Services; Rodger Murphey of the U.S. Department of Education; Anne Voigt of the U.S. Department of Justice; and Alice McGill, J.T. Thornton, Jane Wilde, Jim Gay, Jack Williams, and Kathryn Decker of the U.S. Department of Defense.

I would also like to thank Michael Landini for synthesizing and writing the agency descriptions. Responsibility for the content (and any errors or omissions herein) rests solely with myself.

Janet R. Reingold

Ms. Reingold has a 13-year background in managing federal employment and training programs at the U.S. Department of Labor. She has served as Special Assistant to the Director, Office of Youth Programs; Project Manager for the Vice President's Task Force on Youth Employment; Editor of the Employment and Training Report of the President; and Acting Deputy Administrator, Office of Strategic Planning and Policy Development. Currently, Ms. Reingold is President of J.R. Reingold and Associates, Inc., a consulting firm specializing in public policy and management. Reingold and Associates prepared the June 1987 edition of Current Federal Policies and Programs for Youth, *as well as* The Fourth R; Workforce Readiness—A Guide to Business-Education Partnerships, *and* Building a Quality Workforce, *a publication that describes the gap between what employers need and the skills young people have.*

Observations and Issues for Consideration

In the 1987 edition of *Current Federal Policies and Programs for Youth*, the author offered several observations and issues for the W.T. Grant Foundation Commission on Work, Family and Citizenship to consider. The most notable of these was that there was no coordinated, comprehensive, long-term, national action agenda consolidating and devoting federal resources toward youth. Over the past two years since the publication was released, there have been some encouraging activities by the various agencies. Jointly funded efforts between the Departments of Labor and Health and Human Services have increased, and staff of some agencies have worked closely with other agency staff on various youth initiatives.

However, the need to develop a comprehensive youth policy and strategy for addressing the needs of at-risk youth has never been greater. Last fall, the graduating class of the year 2000 entered the first grade. The Hudson Institute predicts that 41 percent of the jobs created through the end of the century will be high-skill jobs. However, when the Department of Education recently asked a group of 21–24-year-olds to decipher a bus schedule, only a quarter of whites, seven percent of Hispanics, and three percent of black youth could do so.

This concern about the lack of basic skills is heightened as the Hudson Institute predicts that work-force growth will decrease to one percent a year during the 1990s as the number of young people declines. Most of the new workers for the year 2000 will come from groups that have traditionally experienced difficulty entering and competing in the labor force—white, native born males will make up only 15 percent of the new entrants.

However, the Bush administration has yet to develop a clear policy for the federal government's role for helping our nation's at-risk youth. Although the President has requested a small increase in funding for the Department of Education for certain activities (and cuts in other areas), the programs/initiatives proposed fall far short if our nation is to effectively address the needs of our young people. The following specific observations are offered as a point of departure for further discussion.

1. **There does not appear to be a comprehensive federal policy for youth emerging from the new Administration.** The President and many high-level Administration officials have stated on numerous occasions that addressing educational and job-readiness issues of today's youth is a very high priority. President Bush has said many times that he intends to be the Education President. Secretary of Labor Elizabeth Dole noted that youth issues will be a priority during her term, and Secretary of Education Lauro Cavazos said that the nation should set a high school graduation rate of 90 percent and stressed the importance of improving students' proficiency in reading, mathematics, and science. While these goals are quite admirable, the Administration has not yet decided on a coordinated, comprehensive direction for youth. Indeed, agencies are slowly and independently developing various policies to address the important issues facing today's young people. Some agencies included in this edition of *Current Federal Policies and Programs for Youth* are developing few, if any, new policies/programs for youth.

2. **Some promising attempts have been made to coordinate certain activities for youth.** As the Department of Labor's description of activities indicates, a series of joint Department of Labor/Health and Human Services efforts have been underway for some time. These include **Youth:2000** initiatives; joint in-school youth grants; school dropout and out-of-school youth grants; homeless, runaway, and foster care youth grants; and teen parent grants. Through these collaborative efforts, staff of the Departments of Labor and Health and Human Services have become knowledgeable about common issues/concerns and have made some progress in working together on various issues/efforts for young people.

3. **Job Training Partnership Act (JTPA) review/recommendations demonstrate federal concern and commitment for programs serving young people.** The Department of Labor's Policy and Program staff and the 38-member JTPA Advisory Committee have taken a close and thorough look at this important legislation that helps young people and adults. The JTPA advisory committee, made up of a cross-section of experts in the area of training and employment policy, carefully assessed the progress/problems of JTPA over the past five years and began to formulate job training policy for the 1990s. The Committee recommended that JTPA be refocused to assure that it reaches the economically disadvantaged youth and adults who are in special need of training. The Committee also encouraged collaborative efforts among schools, business communities, and JTPA to keep at-risk youth in school and get out-of-school youth back in school or training programs. Most importantly for youth, the Committee recommended that a comprehensive At-Risk Youth Title to provide year-round services to both in-school and out-of-school youth be created under the Act. The Committee also recommended that $500 million should be requested as an **additional** appropriation for the new title. Although

the outcome of the Committee's work is not yet known, the Department of Labor has taken an important step in examining how to better structure the Act to serve youth.

4. **The Administration should commit to an increase in funding for several key youth programs.** In its two Reports on The Forgotten Half*, the W.T.Grant Foundation Commission on Youth and America's Future recommended a federal investment of an additional $5 billion annually for each of the next ten years to bolster effective existing programs, such as Head Start, Chapter 1 of the Education Consolidation and Improvement Act, the Job Corps, and the Job Training Partnership Act. Although increased cooperation of staff and better coordination of federal youth resources is extremely important, the Administration should take action to increase funding for programs that successfully serve youth.

*See publications list at the end of this report, pages 51–52.

Janet R. Reingold

Current Federal Policies and Programs for Youth 1989 – 1990

Introduction and Highlights

INTRODUCTION

Current Federal Policies and Programs for Youth 1989–1990 was commissioned by the W.T. Grant Foundation Commission on Youth and America's Future to survey current federal programs and initiatives that serve young people, and to examine their funding history, including their proposed funding levels as recommended in the President's 1990 budget request.

The publication begins with a section offering some **Observations and Issues for Consideration**. This section reflects on the federal youth activities within agencies, across agencies, and government wide, and assesses where we are from the author's point of view. There is no question that federal officials, especially the Secretaries of Labor and Education, have demonstrated that they understand the importance of policies and programs for youth. However, as the new Administration begins to put its agenda together, it remains to be seen whether the views expressed by these officials are translated into action.

This section focuses on highlights of agency efforts for young people by providing a **department-by-department review of the major programs and activities serving youth**. It briefly reviews the youth initiatives of each agency and discusses new activities or significant changes in programs or policies. The **Appendix** contains Regional Office contacts for several major agencies and specific information about funding levels and numbers served for various youth programs.

HIGHLIGHTS

U.S. Department of Labor

In a recent speech, Secretary of Labor Elizabeth Dole noted:

> Today, the surveys show us that its drugs, its alcohol, its teenage pregnancy, its gang warfare. And the federal government doesn't have the answers to all of this. It's going to take every one of us working within government and outside government in terms of being responsible citizens in our communities to turn this around, but again, what can be a better way to begin to have an impact on these problems than to give young people what they need in the way of a job; the self respect, the independence that a job provides. And of course, the education, the skills, the literacy training, the mentoring, the counseling, the full support system.

The Secretary has stated that the federal government intends to intervene and provide help for our nation's at-risk youth. The Administration is taking a fresh look at the Department of Labor's major program that serves adults and youth – the Job Training Partnership Act (JTPA). The Labor Secretary recently outlined a major policy shift in JTPA to focus the services provided on the most disadvantaged. The Administration proposed tightening the eligibility requirements for JTPA, separating the grant formulas for youth and adults, and targeting JTPA funds to geographic areas with higher numbers of economically and educationally disadvantaged persons. The Administration also plans to set new guidelines to force state and local governments to better coordinate their job training and welfare activities as a condition for receiving federal funds.

The Department of Labor section includes a detailed look at the Job Corps – now in its 25th year of operation. The Job Corps is the most intense federally funded training effort for young people, with 106 centers serving a total of 103,806 participants. The typical Job Corps enrollee is an economically disadvantaged youth who is also a high school dropout, who reads at the elementary school level, comes from a poor family, is a minority group member, has never held a regular job, and was living in an environment characterized by cultural deprivation, a disruptive home life, or other conditions impairing his/her ability to successfully participate in other programs that provide training, education, or other assistance.

U.S. Department of Health and Human Services

For fiscal year 1990, the Administration requested slightly less than $6.5 billion for programs administered by the Department's Office of Human Development Services – the office that administers programs for youth. This is an increase of $8 million over the 1989 level. A major component of the Department's 1990 proposed ini-

tiatives includes proposed legislation to combine the authorities for Foster Care and Adoption Assistance administrative and training costs, the Independent Living Initiative, and Child Welfare Services into one appropriated State Grant program. This effort would eliminate open-ended Federal reimbursement for Foster Care and Adoption Assistance administrative costs.

U.S. Department of Education

Secretary of Education Lauro Cavazos recently said:

> Our students are performing minimally, lacking the advanced skills needed to succeed . . . We must do better or perish as the nation we know today.

The Secretary challenged the states, individual school districts, and parents to establish goals for improving educational attainment and hold themselves accountable for achieving those goals. In a recent speech publicizing the sixth annual State Education Performance Chart, the Education Secretary noted that student performance over the last year has been stagnant, and, although marginal progress was made in some areas, in many areas educational performance remains substantially lower than it was in the 1960s.

The Secretary suggested that the nation set a high school graduation rate goal of 90 percent (significantly higher than the current rate of about 71 percent). He also challenged school systems to clearly define what every student must know before leaving any level of school, to cut in half the number of children who have not been promoted a grade level, and to increase student attendance rates. Secretary Cavazos recently stressed the importance of improving students' proficiencies in reading, mathematics, and science, suggesting that the number of children who perform at proficient levels and the number of students who score at the highest levels each be increased by 50 percent.

The Department of Education's 1990 budget includes increased support for programs serving disadvantaged elementary and secondary school children—particularly children in districts with large numbers of low income families. In addition, the White House recently recommended a series of initiatives designed to provide increased assistance to education. These include increased funding for Merit Schools, Presidential Awards for excellent teachers, merit scholarships to encourage students to take more courses in sciences and mathematics, increased funding for magnet schools, flexible alternative teachers certification systems, increased experiments for data collection and school management, and grants to urban school systems to develop approaches for eliminating drugs from schools. Although these initiatives represent the foundation of the President's initiatives for education ($441 million), they represent only a very slight increase in the Department's $21.9 billion budget.

U.S. Department of Justice

In 1988, Congress reauthorized the Juvenile Justice and Delinquency Prevention Act, legislating amendments that altered the previous funding structure of the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The legislation shifted a substantial portion of funds from OJJDP's discretionary programs into a formula grants program. As a result of other funding decisions, the Office is developing virtually no new programs for fiscal 1989.

The OJJDP provides leadership and resources to states and localities to implement the mandates of the Juvenile Justice and Delinquency Prevention Act. OJJDP continues to support research on various aspects of juvenile delinquency, delinquency prevention, and missing and exploited children. OJJDP provides information, training, and technical assistance for programs for state and local agencies and juvenile justice practitioners. OJJDP also awards formula grants to states to support juvenile justice programs and to help states achieve compliance with the mandates of federal legislation. New initiatives of the OJJDP include helping communities combat youth gangs, working to reduce illegal drug use among high risk youth, developing responses to serious juvenile crime, and reducing the incidence of crime against children, particularly abduction and sexual exploitation.

U.S. Department of Defense

The Department of Defense continues to be involved in various youth activities—especially activities relating to military families. The Family Advocacy Program continues to address issues relating to child neglect and abuse. The program is designed to intervene in cases of family distress and promotes healthy family life. The Army Youth Services provides and manages a comprehensive system of recreational programs at 185 Army installations to support psychological, emotional, and social growth of about 400,000 eligible youth in grades 1 -12. The Army has set a goal that will enable Youth Services to be staffed with paid professional program specialists at every level, in all program areas, on every Army installation.

The Navy Personal Excellence Partnership Program, initiated in 1986, continues to work to foster collaborative partnerships among Navy and other public and private sector organizations nationwide to assist schools and youth-related groups in strengthening the education, health, fitness, and citizenship of youth. The program's goals are to increase the number of youth able to meet entry level workforce standards; decrease illiteracy, school dropout rates, teenage pregnancy, and suicide; increase

levels of academic performance; and foster community service and good citizenship among youth.

Appendix

The Appendix contains listings of Regional Office contacts for the Departments of Labor, Health and Human Services, and Education and lists the locations and telephone numbers of Navy and Marine Corps Family Service Centers across the nation. Also included are statistics on the Department of Labor's Job Training Partnership Act (JTPA) Title II-A and Title II-B funding levels by state; positive termination rates of JTPA participants (both youth and dropouts); estimated expenditures for education in the United States; and a summary of the Department of Education's budget by category for fiscal years 1988, 1989, and 1990.

U.S. Department of Labor

OVERVIEW

Department of Labor programs that provide job training and employment services to youth are administered by the Employment and Training Administration (ETA). The Job Training Partnership Act (JTPA) remains the largest Department of Labor program that provides training and employment services for youth. Fully operational in October 1983, JTPA provides for a system of block grants to states to support local training and employment programs. In setting up JTPA, Congress required that at least forty percent of the funds available for the largest component of the Act (Title IIA, which authorizes basic training services for economically disadvantaged youth and adults) be directed toward services to youth. JTPA Title IIB provides temporary employment and training to young people during the summer months, and Title IV authorizes the Job Corps.

JOB TRAINING PARTNERSHIP ACT

Title IIA—Training and Employment Services for Economically Disadvantaged Adults and Youth.

Title IIA provides for a system of block grants to states to support local training and employment programs for economically disadvantaged youth and adults. Forty percent of the funds available for Title IIA must be directed toward services to young people.

Funding for this title is based on a formula that takes into account the relative number of unemployed and disadvantaged persons in the state. States are responsible for further allocating funds to Service Delivery Areas (SDAs) in their states and for overseeing the planning and operation of local programs.

Services are targeted to the economically disadvantaged, although 10 percent of those served can be nondisadvantaged people who face other employment barriers. Most youth served are between the ages of 16–21, although 14 and 15-year-olds may participate in pre-employment skills training if it is offered locally.

Five categories of services are provided under Title IIA:

- **Classroom Training:** basic education, occupational skills training, or a combination of the two. It is generally conducted in a school-like setting and provides the academic and/or technical competence required for a particular type of job.
- **On-the-Job-Training:** skills training in a specific occupation in an actual work setting. The necessary skills are learned by actually performing a particular job. These positions are usually established with the intention that the participant will subsequently become a regular employee of the employer providing the training. Employers are reimbursed for up to one-half of the trainee wages for a period of up to six months.
- **Job Search Assistance:** any aid provided in locating, applying for, or obtaining a job. The assistance may take the form of job clubs, clinics, or workshops in job search skills, labor market orientation, job development, job referrals, or relocation assistance.
- **Work Experience:** part-time or short-term subsidized employment designed to help participants enter or re-enter the labor force or to enhance their employability.
- **Other Services:** services not classified in any of the above categories. This includes persons who received services only (including transition services, pre-employment skills, transportation, or employment/training services), vocational and/or personal counseling, assessment services, or who were placed in a holding status while training or other assistance is arranged.

The most recent data on JTPA Title IIA program participants are for Program Year 1987, covering the period July 1, 1987 through June 30, 1988. Of the 796,600 individuals newly enrolled in Title IIA during program year 1987, 41 percent were 21 years old or younger. This compares to 42 percent the previous program year. Most of the young people served under Title IIA received classroom training (34 percent). Fifteen percent received on-the-job training; 16 percent received some type of job search activity; 13 percent received work experience; and 23 percent received other services. Generally, when compared with estimates of the population of JTPA eligibles, JTPA Title IIA serves about twice as many young people as observed among the eligibles. This reflects the Federal legislation that requires devoting at least 40 percent of JTPA Title IIA funds to programs for youth.

The Administration's 1990 budget (funds to be available for programs beginning July 1, 1990) requests $1.788 billion for Title IIA programs. These funds will be used by states to design and operate training and other employ-

ment assistance efforts for economically disadvantaged youth and adults. At least 70 percent of the funds will be used exclusively for training. An estimated 1.2 million participants will be served by the 1990 request, with at least 40 percent of them youth.

Title IIA Performance vs. Goals. Performance for JTPA Title IIA programs in program year 1987 (July 1, 1987–June 30, 1988) exceeded standards for all categories. For program year 1987, youth performance standards for placement rates, positive termination rates, and cost per positive termination for Title IIA were as follows:

Measure	Standard	Actual
Placement Rate	43%	48%
Positive Termination Rate	75%	80%
Cost Per Positive Termination	$4,900	$2,287

Title IIB—Summer Youth Employment and Training Program.

This title provides economically disadvantaged youth ages 16–21 (although some 14 and 15-year-olds may be included if they are included in the job training plan for their local areas) with employment and related training and educational services during the summer months. Program funds are used for basic and remedial education, institutional and on-the-job training preparation for work, and activities for outreach and enrollment, job search and job club, and other employment or job training that will prepare young people for work or place them in jobs. Funds may also be used for supportive services necessary to enable youth to participate in the program.

Amendments to the JTPA enacted in 1986 require service providers to assess the reading and math skill levels of program participants and describe in their local plans how they will spend funds for basic and remedial education.

Summer youth funds are appropriated on a different timetable (a year earlier) than other JTPA funds because the summer program begins prior to the normal July 1 to June 30 program year cycle. As a result, funds appropriated for any given fiscal year are available during the summer of the subsequent fiscal year. The President's 1990 budget requests $709 million for the Summer Youth Employment and Training Program to support the forward funded effort during the summer of calendar year 1991. This compares to a level of $718 million that will be available for the summer of 1989 and a level of $709 million already appropriated for the summer of 1990. An estimated 604,500 young people are expected to receive assistance during the summer of 1991.

The Administration again proposed legislative changes to the summer program to allow states and local areas to establish a comprehensive program of services for low-income youth. This would be accomplished by operating a year-round program of remedial education, basic skills training, and related support; a subsidized summer jobs program as currently authorized; or a combination of both programs. The mix of services between training and jobs would be up to local areas.

Title IV-B—Job Corps

Basic Program

Originally authorized in 1964 by the Economic Opportunity Act, the Job Corps is authorized by Title IV of the Job Training Partnership Act and is now in its 25th year of operation.

Job Corps Statistics

Number of centers	106
New enrollees served	65,150
Total participants	103,806
Total terminations	66,233
Average length of stay in program	7 months

The residential aspect of the Job Corps distinguishes it most from other federal employment and training programs. The residential living program is based on the concept that Job Corps enrollees need a new environment and a variety of support services in order to make the most of their training opportunities. The program is designed to help corpsmembers learn to get along with different types of people, to accept responsibility for their own actions, and to understand what it means to be a good citizen. About 10 percent of all corpsmembers live off-center, although they receive the same supportive services as other corpsmembers.

The typical Job Corps enrollee is an economically disadvantaged 18-year-old high school dropout who reads at the elementary school level, comes from a poor family, is a minority group member, has never held a regular job, and was living in an environment characterized by cultural deprivation, a disruptive home life, or other disorienting conditions impairing his/her ability to successfully participate in other programs that provide training,education, or other assistance. The average enrollee entered the Job Corps with a sixth grade reading ability.

Characteristics of Job Corps Participants
(July 1, 1987–June 30, 1988)

Sex:	
Male	68.3%
Female	31.7%

Age at Entry:	
16 & under	21.5%
17	21.9%
18	19.5%
19	16.3%
20	11.6%
21 & Over	9.2%
Race/Ethnicity:	
Black	54.8%
White	30.1%
Hispanic	10.2%
Amer. Indian	3.3%
Asian/Pacific	1.6%
Entry Reading Level:	
Under grade 3	6.3%
Grade 3–4	23.8%
Grade 5–6	29.9%
Grade 7–8	25.9%
Above Grade 8	14.1%
High School Dropout	81.5%
Annual Family Income:	
Under $5,000	33.1%
$5,000–$7,000	7.5%
$7,000–$9,000	7.9%
Over $9,000	20.7%

Job Corps enrollees receive a wide range of services including basic education, vocational skills training, work experience, counseling, health care, and related support services. Enrollees are economically disadvantaged and unemployed young people between the ages of 16 and 21 who volunteer for the program. These young people are typically from such debilitating environments that they must be relocated to residential centers in order to benefit from the intensive type of services provided through the Job Corps program.

The Job Corps operates through a partnership of government, labor, and the private sector. The government provides the facilities and equipment for Job Corps centers and the funding for recruitment of enrollees, center operations, and placement of enrollees upon termination. Major corporations and nonprofit organizations manage and operate 75 Job Corps centers under contractual agreements with the Department of Labor. The Departments of Agriculture and Interior operate 30 Job Corps centers (called Civilian Conservation Centers) on public lands. Labor unions and trade associations provide specialized training at many centers.

The basic program design calls for corpsmembers to spend 50 percent of their time in basic education and 50 percent in vocational skills training. Corpsmembers are assigned to basic education classes based on the results of diagnostic tests in reading and math. The Job Corps' basic education program is designed to improve corpsmembers' skills in reading, mathematics, personal health, work attitudes, and consumer awareness through participation in reading, mathematics, world of work, and health education classes. High school equivalency classes are available to assist corpsmembers who do not have high school diplomas obtain their equivalency, or GED, certificates.

Because most corpsmembers have experienced failure in the public school environment, Job Corps does not use traditional classroom instruction approaches. Job Corps education programs are open-entry so that new corpsmembers can enroll at any point and progress at their own pace through each educational subject area. Competition is deemphasized and individual growth encouraged through the specification of learning goals, needs, and proficiencies. Competency based curricula are used for most of Job Corps' training programs, and instruction is broken down into small sequential steps followed by progress checks so that frequent and immediate feedback is provided to each corpsmember. In addition, Job Corps' basic education classes have much lower student/teacher ratios than traditional public schools to permit this individualized approach to remedial learning.

The Job Corps World of Work program provides corpsmembers with job readiness information and emphasizes job attitudes, sources of job information, applications for employment, job interviews, and consumer education.

Job Corps centers offer vocational training in several areas, including business and clerical skills, word processing, culinary arts, health occupations, automotive trades, construction trades, welding, and building and apartment maintenance. Vocational training programs for corpsmembers also contain a series of achievements, or competencies, corpsmembers must progress through.

National labor and business organizations play an important role in Job Corps' vocational training through their participation in curriculum development and by providing vocational training at many centers. These organizations also supervise vocational skills training projects that give corpsmembers—particularly in the construction trades—an opportunity to work on actual construction or rehabilitation of buildings on the center or in neighboring communities. As corpsmembers near completion of their vocational training, they are assigned to work experience programs. The work experience program provides an opportunity for corpsmembers to apply their new skills and knowledge in an actual work setting, either on or off center, for a period of 4–6 weeks. The work experience supervisor monitors the performance of these corpsmembers and recommends additional training, work experience, or completion (graduation) as appropriate.

Immediately prior to termination, corpsmembers complete the final phase of the world of work program and

update their resumes, review job search procedures, practice interviewing techniques, and discuss budgeting and related needs. Upon termination, each corpsmember is provided transportation home and given the name of the nearest Job Corps placement agency to contact for assistance in finding a job or enrolling in a school or training program. Support service contractors, who have large volunteer networks, provide transition assistance to help former corpsmembers find living quarters and arrange for transportation to jobs or school. They also assist in arrangements for child care during school or job hours and, for youth who relocate to a new city, provide an introduction to services available in the new community.

The President's budget requests $761.6 million for the Job Corps for program year 1990. The request is expected to maintain the current average enrollment level of 40,544 through 1990 and will continue the construction, rehabilitation, and acquisition of new Job Corps centers. Construction of two new centers will begin in 1989 with two more to be started in 1990. The opening of these centers will be phased, with the first two expected to open in 1991. Construction of another two centers will be considered during the 1991 budget process. The President's budget request also assumes that the Civilian Conservation Centers, currently operated by the Departments of Agriculture and Interior, will be subjected to the Federal contracting process over three years beginning in 1990, resulting in savings by 1991.

The budget for 1990 further requests an increase of $1.5 million to provide child care services at additional Job Corps centers and a decrease of $8 million associated with a legislative proposal amending the Job Training Partnership Act to increase the non-residential slot limit in Job Corps from 10 to 20 percent.

In addition to the 1990 request, the President's budget includes a supplemental proposal for the 1989 Job Corps appropriations language that would allow the transfer of up to $13.5 million in 1989 construction, rehabilitation, and acquisition. This funding transfer would maintain the existing slot level despite cost increases and the Congressional across-the-board reduction of 1.2 percent in 1989. The language would also adjust the 1989 appropriations language, setting aside $36 million for new centers to $20 million. This $20 million, in addition to the $12 million previously provided in 1988, will assure construction start-up of four new centers.

Job Corps Pilot and Demonstration Projects

During program year 1987, a series of pilot and demonstration projects designed to test various innovative approaches to provide training for disadvantaged youth were implemented. These pilot and demonstration projects—known as Job Corps II—were intended to build on the past success of the Job Corps program and improve performance and reduce operating costs.

Many of those Job Corps II projects focus on enhancing services to corpsmembers by establishing linkages with other federal, state and local programs. A number of centers have successfully established JTPA linkages for referrals of eligible youth and increased training, work experience, and placement opportunities. Other centers have implemented linkages with state agencies to provide child care services for nonresidential corpsmembers. Linkage agreements, such as those associated with centers being designated as alternative high schools, result in additional resources of equipment, staff, and curriculum for Job Corps centers.

Major nonresidential demonstration projects include urban Job Corps centers in New Orleans and Philadelphia. These centers are being evaluated to determine whether there are youth who, for various reasons such as child care, cannot leave home but who can benefit from the Job Corps program, and whether the Job Corps program can be effective for such youth in a nonresidential environment.

Other major projects include an extended training day program at two Job Corps centers. Each pilot center (St. Louis and South Bronx) increased its capacity by 100 slots and offers education, training, and support services for nonresidential enrollees during the evening hours. This facilitates child care arrangements and enables corpsmembers to obtain part-time jobs at the same time they are completing their education and vocational training.

Three Job Corps centers are testing more extensive corpsmember orientation programs to determine whether more in-depth services and programs during corpsmembers' first 30 days at the center can promote better understanding and commitment to the program, identify youth who cannot benefit from Job Corps and would be better served through referrals to other types of programs, and ultimately improve overall retention and completion rates.

During program year 1987, an evaluation of the pilot project for 22-24-year-olds was completed. The evaluation report indicated that older enrollees can benefit significantly from Job Corps and recommended that the program include a nationwide adjustment of the age eligibility criterion.

Following are Job Corps II Project descriptions:

Centers as Alternative High Schools. Pilot centers establish linkages with the appropriate state/local Department of Education to serve as alternative high schools for eligible potential high school dropouts, providing training and support services to assigned students.

Child Care Linkages Project. Job Corps centers are developing linkages with state welfare agencies for the

purpose of enrolling eligible Aid to Families with Dependent Children (AFDC) welfare mothers sent into the program. Daycare and other support services are provided.

Disciplinary Discharge Center. The Marsing Job Corps Civilian Conservation Center accepts referrals of youth who would otherwise be terminated from the program because of behavior problems; intensive counseling and support services are provided with an emphasis on completion of training and job placement.

Extended Training Day. At South Bronx and St. Louis Job Corps Centers, education classes, vocational training, and support services are offered during the evening hours for nonresidential enrollees.

Job Corps/JTPA Linkages. Job Corps centers are developing linkages with JTPA for referrals of youth and programmatic initiatives.

On-Site Day Care. Atlanta and Los Angeles Job Corps Centers established on-site day care for children of nonresidential enrollees. Pittsburgh Job Corps Center is establishing on-site day care that will be subsidized primarily through Aid to Families With Dependent Children grants. Women In Community Service (WICS) is establishing a child care center for corpsmembers at the Detroit Job Corps Center. The New York City Board of Education is providing child care for corpsmembers at the South Bronx Job Corps Center as part of an alternative school program.

Potomac Job Corps Center Head Start Program. This center provides early childhood instruction to preschool aged children of nonresidential enrollees. The program is operated free of charge by the United Planning Organization.

Urban Nonresidential Centers. New Orleans and Philadelphia will serve as sites for offering basic Job Corps program without the residential support services offered at other centers. An evaluation will be conducted to determine the effectiveness of this approach.

Job Training Partnership Act Advisory Committee

In July 1988, the Secretary of Labor established the Job Training Partnership Act Advisory Committee, made up of 38 highly respected experts in the area of training, employment, education, human resource development, and research to assess the performance of JTPA over the years and help formulate job training policy for the 1990s. The Committee proposes that JTPA training objectives become more closely in tune with the rising skill requirements of employers and the basic skills deficiencies of youth and adults who are available for work. The Committee proposed a more efficiently managed, technically competent, and fully accountable system and made 28 specific recommendations regarding JTPA's basic mission and management structure. The Committee has grouped these 28 recommendations into seven major proposals:

1) Target JTPA more directly on those disadvantaged persons with serious skills deficiencies. The Committee noted that within the eligible economically disadvantaged population, a majority of those served should either be seriously deficient in basic skills or welfare recipients;

2) Individualize and substantially intensify the quality of JTPA services provided. In-depth diagnostic assessments should be universally available to JTPA enrollees and, on the basis of those assessments, remedial developmental services focused on literacy and job skills should be provided on a more flexible and customized basis than is currently available;

3) Realign the services currently authorized for youth into a new, consolidated year-round program title for at-risk youth with increased funding. The new program title will provide intensive preventive and remedial services, year-round, to in-school youth who are at risk of failure in school and in the job market;

4) Redesign outcome measures for JTPA to reflect more accurately the program's goal of increasing the long-term economic self-sufficiency of participants. The Committee recommended that the primary program outcome measures for adults and out-of-school youth should be their increasing levels of competency, the quality and wages of the jobs in which they are placed, and their long-term retention in the labor market;

5) Substantially relax program constraints to increase the responsiveness of the system overall and to improve its capacity for effectively serving participants with serious barriers to employment. This includes relaxing current constraints on work experience, stipends/achievement awards, and cost categories;

6) Increase the productivity of the JTPA system by undertaking a major training and research effort to improve program quality and build the capacity of the staff who administer and deliver the program at the state and local levels. The Committee recommended a multi-faceted technical assistance effort, under strong federal leadership to train state and local staff in state-of-the-art systems of basic education, skill training, and data management. The Committee further recommended that the national JTPA

research and development program be reoriented to provide information and pilot testing to support both capacity building and program improvement efforts; and

7) Create expanded public-private partnership arrangements to achieve linkages between JTPA and other human resource programs in order to serve a larger proportion of the eligible population more effectively with a broader range of services. The Committee recommended that federal agencies serving similar client groups should adopt common outcome measures.

While the next steps based on the Committee's recommendations are unclear, and the future of the Committee's work is uncertain, the overall proposals and the 28 specific recommendations will certainly be considered in any future JTPA legislative proposals.

OTHER DEPARTMENT OF LABOR INITIATIVES RELATING TO YOUTH

The Department of Labor's Employment and Training Administration has undertaken a series of pilot and demonstration efforts – including research, development, and evaluation projects – designed to provide information about assistance to youth.

Youth:2000 Projects

The Youth:2000 initiative is a Department of Labor effort to focus on the complex and difficult issues facing today's youth. The principal themes of the Youth:2000 initiative are: 1) there is an opportunity to provide a job for every qualified young person by the year 2000; 2) worker preparation is the key to helping young people make a transition into the labor force, and skills must be upgraded; 3) a major effort to help prepare job-ready, literate young people should be explored; 4) it is important to raise the standards of excellence for our schools, companies, and government; and 5) new partnerships and collaborative efforts among government, education, and business are essential in preparing young people for tomorrow's jobs. Youth:2000 projects are classified into six basic categories – in-school youth; recent school dropouts and out-of-school youth; homeless, runaway, foster care youth; teen parent projects; youth offender projects; and Youth:2000 state initiatives.

In-School Youth Grants

Cities In Schools ($980,000). This project – a joint effort among the Departments of Labor, Health and Human Services, and Justice – encourages public/private support to provide a variety of health, social, basic education, and training/employment services within the school setting.

Council of Chief State School Officers ($550,000). Ten action grants were awarded to state education agencies for planning, promoting, and implementing services/programs that seek state legislative guarantees for at-risk children and youth.

Eisenhower Foundation Project ($100,000). This joint project with the Departments of Labor and Health and Human Services, through the Eisenhower Foundation, provides remediation and employment opportunities for homeless youth, juvenile delinquents, abused youth, and drug users in residential and non-residential settings in five inner-city neighborhoods.

Eler Sports Management and Instructional Institute ($729,954). This grant is designed to promote an awareness within the disadvantaged minority youth population of a broad range of employment opportunities in the business of sports activities.

JTPA Education Project ($207,200). National Council of La Raza seeks to increase the effectiveness of Hispanic-focused employment and training programs by developing and implementing innovative educational models at 10 Hispanic community-based programs.

The Juvenile Awareness Program ($100,000). This joint Department of Labor/Health and Human Services grant sets up a comprehensive service center that attempts to reduce serious crime and gang violence by working with gang members to increase their educational and employment opportunities.

Manchester YWCA Project ($25,000). This grant provides remediation and counseling to severely at-risk youth. Corporate mentors provide encouragement for staying in school and aid in finding part-time employment.

Oklahomans for Indian Opportunity ($49,653). This joint Department of Labor/Health and Human Services project in cooperation with Absentee Shawnee Tribe offers classroom/business development training to Native American students in three Oklahoma high schools.

Pathways for Youth Project ($50,000). This joint Department of Labor/Health and Human Services project provides special counseling, remedial education, and vocational exploration for potential dropouts for whom the police athletic club will develop future employment opportunities.

Summer Training and Education Program (STEP) ($2 million). Public/Private Ventures receives funds for the STEP program which provides basic skills remediation and part-time employment during the summer months to prevent dropouts and teen pregnancy.

70001 Employment and Training Institute ($316,500). 70001 is developing and piloting curricula designed to help at-risk secondary students finish high school and prepare for the workforce.

Welfare Youth Grants ($610,000). These awards were made to the six largest JTPA Service Delivery Areas to help with planning and implementing new self-sufficiency initiatives targeted at teen parents or youth growing up in Aid to Families With Dependent Children households.

West Philadelphia Partnership Youth Employment and Training ($70,750). This joint Department of Labor/Bureau of Labor Management Relations and Cooperative Programs effort establishes a community-based youth employment program that includes pre-apprenticeship training, remedial education, job counseling, and placement activities for inner city youth and simultaneously integrates these activities into neighborhood school curricula.

Recent School Dropouts and Out-of-School Youth Grants

Academy for Educational Development ($134,100). Project Star (a highly intensive remedial education program for high school dropouts) provides technical assistance to Service Delivery Areas in the area of remedial education and provides a process evaluation of the project.

Franchising the Operation Success Model ($175,000). This joint Department of Labor/Health and Human Services initiative provides funds to promote public/private sector collaboration to provide intensive employability development for homeless youth in city shelters and youth in foster care.

High School Redirection ($25,000). This grant provides internships to participants in the model alternative school pilot projects.

Home Builders Institute ($249,218). This grant helps develop and disseminate a math literacy curriculum, Craft Math, which provides youth with the math skills required to enter the Home Builders Institute craft skills training program.

Job Corps Computer Assisted Instruction ($430,000). Shugoll Research evaluates the effectiveness of computerized literacy training for Job Corps enrollees.

Jobstart ($500,000). The Manpower Demonstration Research Corporation (MDRC) provides intensive remediation in job training/basic skills to dropout youth in 14 states who read below the 8th grade level.

Model Alternative School Pilots ($2 million). This effort is a series of grant awards to seven Service Delivery Areas in inner city areas to replicate Project Star, a highly intensive remedial education program aimed at high school dropouts.

National Urban League ($324,669). This grant provides at-risk youth with a comprehensive program of employability services.

OICs of America ($276,330). This grant provides remediation, advanced training, counseling, and supportive services to youth ages 16–21.

Reaching for Education to End Poverty for Indian Teens ($120,000). This effort uses adult mentors, alternative education, and employability in a continuum of services designed to promote self-sufficiency among Indian teens.

Rural Opportunities Youth Intervention ($50,000). Rural Opportunities Inc., provides farmworker youth with academic assistance, labor market information, support services, and jobs.

Youth Services USA, Inc. ($150,000). This is a grant to help increase awareness of JTPA operators at state and local levels of military training resources for employment-related programs for disadvantaged minority youth and adults by providing technical assistance and program design services in implementing the Job Skills Training and Employment Program.

Homeless, Runaway, Foster Care Youth Grants

Alaska Youth and Parent Foundation ($8,334). A joint Department of Labor/Health and Human Services grant provides skill/interest assessment, on-the-job training, classroom and in-school training, and tryout and summer employment for 60 youth in emergency shelters or in state foster care, in collaboration with the Anchorage JTPA program.

Arizona Call-A-Teen Youth Resources Project ($25,000). This joint Department of Labor/Health and Human Services grant provides competency-based employment and independent living skills training, job counseling, and placement followup for 60 youth.

Illinois Department of Children and Family Services ($25,000). A joint Department of Labor/Health and Human Services grant—in conjunction with community-based youth service agencies and JTPA Service Delivery Areas—to create social service/youth employment service partnership efforts that demonstrate effective coordination, joint planning, and case management for 120 runaway and homeless youth per year.

The Judge Baker Guidance Center ($25,809). This grant helps to establish JTPA/youth agency partnerships to provide for foster care and the needs of the homeless in three

Massachusetts areas. The project is designed to demonstrate and document linkages between Private Industry Councils and selected youth service agencies.

June Burnett Institute, San Diego State University ($25,000). A joint Department of Labor/Health and Human Services grant assists the San Diego Private Industry Council, county social services, and youth service providers to develop a cooperative funding strategy, implement and evaluate two youth service employment demonstration projects, and hold a conference to disseminate findings.

Miami Bridge, Inc. ($25,000). A joint Department of Labor/Health and Human Services grant assists in coordinating activities of the Private Industry Council, the South Florida Education and Training Consortium, and the State Rehabilitation Services to provide 120 Dade County runaway and homeless youth, ages 16-1/2 and older, education and employment skills training and health services.

Mountain Plains Youth Services ($24,802). A joint Department of Labor/Health and Human Services grant helps establish linkages with the Governor's Employment Forum or Private Industry Council and State Department of Human Services to coordinate a wide range of self-sufficiency services to prepare 60 youth for JTPA job skills training programs.

Oasis Center, Nashville, Tennessee ($25,000). A joint Department of Labor/Health and Human Services grant emphasizes independent living skills and linkages with JTPA/Mayor's Employment and Training Resources Agency to provide education and employability services for 35 foster care/homeless youth per year transitioning to independent living.

Philadelphia Mayor's Office of Community Services ($25,000). A joint Department of Labor/Health and Human Services grant helps to establish linkages with the Department of Health and Human Services and the Private Industry Council to provide 120 youth leaving foster care with job readiness training and work experience. The project recruits and trains foster parents and adult care givers to encourage self-sufficiency.

PIC/Business and Industry Division of New York City ($25,000). A Department of Labor/Health and Human Services grant enables homeless youth services agencies and the New York City Human Resources Administration to provide specialized staff training for preparing youth to enter 60 JTPA summer program slots each year and to develop and disseminate guidance on how to prepare severely at-risk youth for JTPA participation.

Toledo Area Private Industry Council ($25,000). A joint Department of Labor/Health and Human Services grant enables the PIC to work with a county consortium of agencies to provide social and health services, pre-employment training, on-the-job training, or educational placement for 25 juvenile offenders, mentally retarded individuals, substance abusers, or mentally disturbed youth per year.

Youth Network of Chicago ($25,000). A joint Department of Labor/Health and Human Services grant helps community-based agencies, the Chicago PIC, the Children's Home and Aid Society, and the State Department of Children and Family Services provide 100 participants per year with independent living skills training and JTPA services leading to placement in unsubsidized jobs.

Teen Parents Grants

Adolescent Family Life Projects ($500,000). A joint Department of Labor/Health and Human Services grant enables the addition of an employability development component to six centers that offer comprehensive education and employment and training services to pregnant and parenting teens.

New Chance ($500,000). An MDRC, Inc. 10-20 site demonstration effort is designed to provide education, training, parenting, and supportive services to teenage mothers and child care services for their children.

Urban Institute Teen Parent Demonstration Projects ($113,417). This grant evaluates six teen parent center projects.

Teen Parent Center Self Sufficiency Project ($50,000). Funding provides GED, remedial education, public/private sector work internships, individual and group employment counseling, and on-site day care services in an alternative setting for pregnant and parenting teens.

Youth Offender Grants

Onondaga County Employment and Training Agency, Syracuse, New York ($75,000). This grant improves job prospects for 809 releases from Youth Division Correctional facilities.

South Coastal Career Development Administration, North Quincy, Mass. ($124,300). This grant helps strengthen local interagency efforts to increase employability of youth offenders.

Youth:2000 State Initiatives
(No new funds have been allocated for these ongoing projects since Program Year 1986).

Alaska. (Alaska's Governor's Commission on Children and Youth). The project focuses on identifying current

needs and service barriers, conducting youth census, and analyzing and disseminating model programs tailored to State's needs.

Massachusetts. (Bringing Down the Barriers to Opportunity: Commonwealth of Massachusetts). Increased data collection and analysis of youth statistics are used to help service providers respond to the needs of youth.

Colorado. (Colorado's Youth:2000 The Competitive Edge). This effort supports the development of a comprehensive community-based planning program, governor's core planning groups, and an index to measure progress on problems and project success. The initiative will also focus on conducting conferences and public information campaigns to educate the public on youth problems and project goals.

Iowa. (Iowa Youth:2000 project). This effort establishes a Youth:2000 public-private sector task force to develop state youth policy. Regional seminars were conducted as well as Governor's Youth and state conferences.

Maryland. (Local Integrated Approach to Youth:2000 Issues: State of Maryland). This project includes a statewide conference and the issuance of challenge grants to 10 Private Industry Councils to stimulate local awareness and leadership in support of services for at-risk youth in Maryland.

Illinois. (Project 1999: State of Illinois). This initiative creates a new partnership among business, labor, religious organizations, and local officials to focus attention on needs of at-risk youth and to identify endangered communities.

Missouri. (Youth 2000: A Solution—The Missouri Matrix). This effort directs and develops new policy analysis and planning tools to identify needs, existing services, gaps in services, and goals that facilitate partnership coordination in Missouri.

Oregon. (Youth 2000: Business Liaison Project) An extension of the Governor's Student Retention Initiative to 10 communities, this effort links corporation field offices in smaller communities with local government, education, human services, and civic leaders for implementation of various city investment plans.

Nebraska. (Youth 2000: Our Families, Our Strength) This effort directs an Intergovernmental Planning Group designed to strengthen the role of families in meeting the needs of at-risk youth.

Hawaii. (Youth 2000: State of Hawaii). This project enables the expansion of School to Work Transition Centers to all public high schools where at-risk youth can receive career/life employment training. Other efforts will focus on conducting conferences and seminars to stimulate public awareness and to enlist community support.

New Jersey. (Youth:2000 Technical Center). This effort established Youth 2000 Technical Assistance in support of the State School Based Youth Services Program, which assists in providing comprehensive employment, health, and social services to youth in 30 communities.

U.S. Department of Health and Human Services

OVERVIEW

The Office of Human Development Services (OHDS) is the primary social services program agency of the Department of Health and Human Services and provides programs and initiatives focused on various groups, including youth. For fiscal year 1990, the Administration has requested $6.468 billion for programs administered by the Office of Human Development Services—an increase of $8 million over the 1989 level.

Programs administered by the Office of Human Development Services that provide services to young people include:

- Social Services Block Grant
- Head Start Program
- Child Abuse State Grants
- Runaway and Homeless Youth Program
- Research, Training, and Demonstration Programs
- Foster Care Program
- Adoption Assistance Program and
- Comprehensive Child Welfare Services

A major component of the Department of Health and Human Services' 1990 proposed initiatives includes proposed legislation to combine the authorities for Foster Care and Adoption Assistance administrative and training costs, the Independent Living Initiative, and Child Welfare Services into one appropriated State Grant program. This effort would also eliminate open-ended Federal reimbursement for Foster Care and Adoption Assistance administrative costs.

SOCIAL SERVICES BLOCK GRANT

The federal government provides block grant funding to states to promote self-sufficiency for vulnerable persons. The block grants are designed to give states discretion in determining which social services will be offered and who will receive them. Although recipients of these services represent all age groups, a significant portion of these services is directed toward youth.

The Administration's 1990 budget for the Social Services Block Grant provides for the same budget authorization level as 1989—$2.7 billion.

CHILD AND FAMILY SERVICES

For 1990, the Department of Health and Human Services is proposing to consolidate funding for Head Start, Child Abuse State Grants, Family Violence, Runaway and Homeless Youth, and Child Development Scholarships. Funding for these programs is requested at the the same level as 1989—$1.283 billion. The Department is proposing to discontinue funding for two categorical programs, Dependent Care and Child Abuse Challenge Grants.

Head Start Program

In operation since 1965, Head Start provides a wide range of services to low-income children and their families in the context of a child development program. Its goals are diverse and include helping the children and their families with their present circumstances and lessening the disadvantages faced later by many such children in school and work. The services provided include cognitive and language skills; child development services; medical, dental, and mental health services (including screening and immunizations); and nutritional and social services. Parental involvement is extensive, through both volunteer participation and employment of parents as Head Start staff. Formal training and certification as child care workers are provided to some parents through the Child Development Associate program.

Head Start primarily serves children between the ages of three and five and their families. Approximately 452,000 low-income children received services in 1989. The program's eligibility guidelines require that at least 90 percent of the children served come from families with incomes at or below the poverty line. Furthermore, at least 10 percent of the children must be handicapped. Forty-seven percent of children enrolled in Head Start last year were in families that received AFDC benefits.

Head Start services are provided through a nationwide network of approximately 1,290 grantees at 8,700 centers, with a total of 22,800 classrooms. The program currently employs about 78,000 persons in these communities. About one third of Head Start employees are parents of current or former Head Start children. In addition, over 615,000 nonpaid volunteers serve in some capacity in their local Head Start program. Funding for Head Start for the past several years is as follows:

Year	Amount
1985	1.075 billion
1986	1.040 billion
1987	1.131 billion
1988	1.206 billion
1989	1.235 billion

President Bush has asked for a $250 million increase in Head Start appropriations for fiscal 1990, for a total budget of $1.485 billion, to expand enrollment to serve up to 95,000 additional four-year-olds.

Other Child and Family Services Programs

For 1990, the Department of Health and Human Services has combined several programs into a single budget category with a total request of $48 million – a decrease of approximately $17 million from the combined 1989 level. These programs include Child Abuse State Grants, the Family Violence Program, the Runaway and Homeless Youth Program, and Child Development Scholarships. Highlights of two programs – Child Abuse State Grants and the Runaway and Homeless Youth Program follow:

Child Abuse State Grants. The Child Abuse and Neglect state grants program assists states to improve and increase activities for the prevention and treatment of child abuse and neglect. These grants are made directly to eligible states according to a formula that includes a base amount plus an additional amount based on each state's population under the age of 18. The program has assisted many states to initiate a 24-hour capacity to respond to reports of child abuse and neglect; supported pilot projects for responding to child sexual abuse cases; established parent aide and self-help programs; recruited and trained volunteers in the area of child abuse; and developed statewide crisis hotlines and public awareness campaigns.

Runaway and Homeless Youth Program. This program addresses the crisis needs of runaway and homeless youth and their families through support to local and state governments and various private agencies. Grants are used to develop or strengthen community-based facilities that are outside the law enforcement structure and juvenile justice system. Funds for this program are allocated to the state jurisdictions based on each state's youth population under 18 years of age in proportion to the national total.

RESEARCH, TRAINING, AND DEMONSTRATION

For 1990, the Administration requested $129 million for research and training projects and activities in the areas of child abuse, early childhood development, child welfare, adoption, youth substance abuse, aging, and developmental disabilities. These projects have been consolidated because of their similar purposes. Among these projects are two newly-authorized programs for Runaway Drug Prevention Activities and Youth Gang Substance Abuse. The 1990 research budget continues to fund projects that contribute to the knowledge of how to support the family as the principal child-rearing unit and to otherwise strengthen the family. Following is a distribution of the 1990 requested Human Services Research Training and Demonstration Activities in millions of dollars:

Activity	1988	1989	1990
Child Abuse and Neglect Discretionary Activities	$13	$14	$14
Child Welfare Research	5	3	11
Child Welfare Training	4	4	4
Adoption Opportunities	5	6	6
Temporary Child Care and Crisis Nurseries	5	5	(a)
Aging Discretionary Programs	24	24	24
Developmental Disabilities Special Projects and University Affiliated Programs	15	15	15
Social Services Research	6	5	5
Comprehensive Child Development Centers	–	20	20
Runaway Drug Activities	–	15	15
Youth Gang Substance Abuse	–	15	15
Total	$77	$126	$129

(a) Temporary Child Care and Crisis Nurseries will be funded under the Child Welfare Research authority.

FOSTER CARE, ADOPTION ASSISTANCE, AND COMPREHENSIVE CHILD WELFARE SERVICES

The Department of Health and Human Services' 1990 budget proposes legislation to combine the authorities for Foster Care and Adoption Assistance administrative and training costs and Child Welfare Services into one appropriated State Grant program. The goal of this consolidation is to save approximately $88.5 million in 1990 by eliminating open-ended Federal reimbursement for Foster Care and Adoption Assistance administrative costs, while giving states more flexibility to use funds for a broader range of services to aid children in need.

For 1990, the Department of Health and Human Services requested a total of $1.454 billion for Foster Care and Adoption Assistance and the new Comprehensive Child Welfare Services program, an increase of $21 million over the 1989 requested funding level.

Foster Care Program

The Foster Care program, authorized by Title IV-E of the Social Security Act, provides funds to states to assist

with the costs of foster care maintenance for eligible children, administrative costs to manage the program, and training for foster care staff. The purpose of the program is to assist states in providing proper care for children who need placement outside their homes, in a foster family home or an institution. Although consolidated with programs noted below, approximately $618 million has been requested for the Foster Care program, which will provide maintenance payments for a monthly average of 125,000 children who must live outside their homes. The Department's proposal also includes a request for a 1989 supplemental appropriation of $599 million for Foster Care, which provides funds for prior years' claims.

Adoption Assistance Program

The Adoption Assistance program, authorized by Title IV-E of the Social Security Act, provides funds to states to assist in paying maintenance costs for children with special needs who are adopted under certain conditions. Funds are also used for the administrative costs of maintaining the program and training staff. The goal of the Adoption Assistance program is to place hard-to-serve children in permanent adoptive homes and thus prevent long stays in foster care. Although consolidated with Foster Care and Child Welfare Services, the 1990 Department of Health and Human Services' request is for $97 million for adoption assistance.

Child Welfare Services

The Child Welfare Services program, authorized by Section IV-B of the Social Security Act, helps state public welfare agencies to improve their child welfare services with the goal of keeping families together. State services include preventive intervention so that, if possible, children will not have to be removed from their homes; services to develop alternative placements like foster care or adoption if children cannot remain at home; and reunification services so that children can return home. For 1990, the Department requested $739 million for Comprehensive Child Welfare Services.

U.S. Department of Education

OVERVIEW

Early in the 1980s, American education entered a period of reform and recommitment to excellence. Many schools, local educational agencies, and states strengthened graduation requirements. Some school systems tested merit pay and career ladder plans for teachers, implemented alternative certification programs for attracting new candidates to the teaching profession, and took other steps to ensure that each young person has the opportunity to be educated to her or his full potential.

The U.S. Department of Education administers and coordinates most Federal assistance to education. Department of Education programs fall into several categories:

- Elementary and Secondary Education
- Special Education and Rehabilitative Services
- Postsecondary Education
- Bilingual, Immigrant, and Refugee Education
- Educational Research and Improvement
- Vocational Education
- Adult Education

Highlights of the Department of Education's 1990 budget include increased support for:

1) Programs serving disadvantaged elementary and secondary school children—particularly children in districts with large numbers or percentages of low-income families;

2) Pell Grants and other programs that aid about six million postsecondary students; and

3) Vocational education.

The White House has recently recommended a series of initiatives designed to provide increased federal assistance to public education. However, the total increase in budget authority requested is $441 million. This represents a very slight increase in the Department's $21.9 billion budget. President Bush's initiatives are highlighted in a separate section.

ELEMENTARY AND SECONDARY EDUCATION

Elementary and secondary education programs help states meet special needs of poor and disadvantaged children, assist state and local efforts in raising the overall quality of educational services, and enable the Department of Education to provide leadership on educational issues and problems that are national in scope. Of the total $21.9 billion Department of Education request for fiscal 1990, $6.63 billion is requested for elementary and secondary education. The budget includes funding increases for 27 different elementary and secondary education programs.

The largest component of Federal assistance to elementary and secondary education is provided through supplementary education services for children with special needs. These children include those who are economically and educationally disadvantaged, Indian children, children of migrant farmworkers, the homeless, children with handicaps in state-operated or state-supported programs, and neglected or delinquent children in state institutions. Funding for compensatory education, Indian education, and education of homeless children and youth accounts for 21 percent of the Department of Education's budget. The budget for these three program areas is an increase of $154 million over the 1989 appropriation.

Chapter 1 Programs

Chapter 1 provides financial assistance to local school districts for compensatory education for disadvantaged children and to state educational agencies for special educational services directed at children of migrant workers, physically handicapped children in state-operated or state-supported programs, and neglected or delinquent children under state care. Funds are allocated through a statutory formula based on each state's per-pupil expenditures for education and its count of eligible children. In addition, funds for the new Even Start program are provided to local educational agencies, on a competitive basis, for projects that integrate adult and early childhood education. The following table shows Chapter 1 budget authority figures for fiscal 1988, 1989, and 1990.

Chapter 1 Budget Authority (in millions)

	1988	1989	1990
Grants to Local Education Agencies:			
Basic Grants	$3,829.6	$3,853.2	$3,900.0
Concentration Grants	—	172.9	263.0
Subtotal	3,829.6	4,026.1	4,163.0
Capital Expenses for Private School Children	—	19.8	19.8

Even Start	–	14.8	14.8
State Agency Programs:			
Migrants	269.0	271.7	280.9
Handicapped	151.3	148.2	148.2
Neglected and Delinquent	32.6	31.6	34.8
Subtotal	452.9	451.5	463.9
State Administration	38.3	40.5	40.5
State Program Improvement Grants	–	5.7	7.6
Evaluation and Technical Assistance	7.2	7.9	12.0
Rural Technical Assistance Centers	–	3.9	–
Total	$4,327.9	$4,570.2	$4,721.5
Students served (in thousands)			
Basic Grants	4,726	4,726	4,726
Concentration Grants	–	211	317
Migrants	343	343	343
Handicapped	262	262	262
Neglected and Delinquent	56	56	56
Total	5,387	5,598	5,704

Chapter 2 State Block Grant Program and National Programs

The Chapter 2 State Block Grant Program provides funds to states to improve the quality of elementary and secondary education for children in public and private schools. It is intended to promote excellence in education within a range of broad purposes, rather than to support narrow categorical activities. Awards to states are based on the population of school-aged children. Within-state allocations to local school districts are based on enrollments in public and private schools adjusted by state-determined factors to give added weight to students whose education imposes higher-than-average costs. States must allocate at least 80 percent to local school districts and may reserve 20 percent for administration and state-level improvement initiatives. Of the state share, at least 20 percent must be used for effective schools, unless a state is using at least twice that amount of its own resources for that purpose.

For 1990, the Department proposes to increase funding for the Chapter 2 program to $478.3 million – a $15.7 million increase (3.4 percent) over the previous year. These funds provide a resource for state and local educational agencies to continue their efforts at achieving school improvement and reform and meeting the needs of at-risk students. Of the funds requested, $1.5 million will be used for a study of effective schools programs. The following table shows Chapter 2 budget authority figures for the Block Grant for fiscal 1988, 1989, and 1990.

Chapter 2 Block Grant Budget Authority (in millions)

	1988	1989	1990
State Block Grants	$478.7	$463.0	$478.7
Average State Award	9.1	8.8	9.1
Minimum State Award	2.4	2.3	2.4
Largest State Award	47.9	48.4	50.0
Total for Outlying Areas	5.1	5.0	3.5
Study of Effective School Programs	–	–	1.5

Chapter 2 National Programs include four mandated activities and Blue Ribbon Schools, a school recognition program. Chapter 2 statutory language permits up to six percent of the total appropriation to be reserved for National programs. These four activities and the Blue Ribbon Schools program are summarized:

National Diffusion Network. Under this initiative, exemplary educational projects and practices, which are competitively selected, receive funding that will enable school districts, schools, and practitioners to obtain information about them more easily.

Inexpensive Book Distribution Program. This program is administered through a contract with Reading is Fundamental, Inc. (RIF), which allocates funds to local community associations that select and distribute inexpensive books to children from low-income families. The budget includes an increase of $286,000.

Arts In Education. This program supports two activities: 1) the Very Special Arts organization that develops programs to integrate the arts into the general education of children with disabilities and the lives of adults with disabilities; and 2) the John F. Kennedy Center's educational program. The budget includes a $124,000 increase.

Law-Related Education Program. This program makes competitive awards for programs designed to provide children and adults with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which they are based.

Blue Ribbon Schools. This program is a continuation of the School Recognition Program, which, in alternate years, recognized outstanding elementary and secondary schools. The Department requested an increase of $211,000 for 1990 for this program.

Chapter 2 National Programs Budget Authority (in millions)

	1988	1989	1990
National Diffusion Network	$10.2	$11.1	$11.2
Inexpensive Book Distribution	7.7	8.4	8.7
Arts in Education	3.3	3.5	3.6
Law-Related Education	3.8	4.0	4.0
Blue Ribbon Schools	–	0.9	1.1
Total	$25.0	$27.8	$28.5

Note: Detail may not add to totals because of rounding.

Drug Free Schools and Communities Grants

The Drug Free Schools and Communities Act requires the Department of Education to provide state and local grants as well as certain national activities directed toward eliminating drugs from schools. Under the Act, funds are allocated as follows:

State and Local Programs	82.8%
Institutions of Higher Education	8.0%
Federal Activities	3.5%
Programs for Indian Youth	1.0%
Programs for Hawaiian Natives	0.2%
Regional Centers	4.5%

Drug Free Schools programs received a 54 percent appropriation increase in 1989. The Department proposed an additional 3.4 percent increase for 1990.

Drug Free Schools and Communities Budget Authority (in millions)

	1988	1989	1990
State and Local Grants	$191.5	$287.7	$297.5
Teacher Training	–	7.0	7.2
National Programs:			
Institutions of Higher Education	17.8	27.8	28.7
Federal Activities	7.8	12.2	12.6
Programs for Indian Youth	2.2	3.5	3.6
Programs for Native Hawaiians	0.4	0.7	0.7
Regional Centers	10.0	15.6	16.2
Total	$229.8	$354.5	$366.6

Note: Detail may not add to totals because of rounding.

Teacher Training and Administration Improvement Efforts

Under this initiative, several programs target improved teacher education in various subject areas. Other initiatives under this category are designed to improve family involvement with education and other special initiatives.

- **Mathematics and Science Education.** Known as the Dwight D. Eisenhower Mathematics and Science Education program, this effort makes grants to state and local educational agencies and institutions of higher education to improve the quality of mathematics and science teaching and to increase the access of all students to quality instruction. The program is comprised of two components—the State Grants program and National Programs. State grants are allocated on the basis of their populations of school-aged children and their previous years' shares of Chapter 1 allocations.
- **Fund for the Improvement and Reform of Schools and Teaching (FIRST).** This initiative is known as Grants for Schools and Teachers. Awards are made in a number of priority areas, such as providing incentives for improved performance, helping educationally disadvantaged students meet higher standards, and increasing teachers' knowledge of their subject areas.
- **Family-School Partnerships Grants.** These grants are made to local educational agencies eligible for Chapter 1 funds and are designed to increase the involvement of families in the improvement of their children's achievement in schools.
- **Territorial Teacher Training.** This program provides grants to American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, and Palau to train elementary and secondary school teachers.
- **Leadership in Educational Administration (LEAD).** This program provides support for establishing and operating training and assistance centers for upgrading the leadership skills of elementary and secondary school administrators. Projects address such issues as leadership, management, problem solving, instructional analysis, student discipline, and time-management skills.
- **Christa McAuliffe Fellowships.** This program provides fellowships to outstanding teachers for projects to improve education through sabbaticals for study, research, or academic improvement; consultation with or assistance to other school districts or private schools; development of innovative programs; and staff development.

Teacher Training and Administration Improvement Efforts Budget Authority (in millions)

	1988	1989	1990
Mathematics and Science Education:			
State Grants	$108.9	$128.4	$132.8
National Programs	10.8	8.9	9.2
Subtotal	119.7	137.3	142.0

Fund for Improvement and Reform of Schools and Teaching:			
Grants for Schools and Teachers	–	3.9	3.9
Family-School Partnerships	–	2.0	2.0
Subtotal	–	5.9	5.9
Territorial Teacher Training	1.9	2.0	1.6
Leadership in Education Administration	8.2	4.3	3.9
Christa McAuliffe Fellowships	1.9	1.9	2.0
Total	$251.4	$294.6	$303.3

Indian Education

Although Native Americans have made some educational gains during the last two decades, this group remains among the most educationally and economically disadvantaged of all Americans. The Indian Education Act authorizes a variety of programs designed to improve educational opportunities for Indian children and adults. These programs include: supplementary programs in local educational agencies; enrichment programs in Indian-controlled schools; special educational services to Indian children; projects to improve the education of gifted and talented Indian children; training for Indian educational personnel; fellowships for Indian students; adult education; and regional Resource and Evaluation Centers that provide technical assistance to other projects funded under the Act.

The following table shows budget authority for Indian Education for fiscal 1988, 1989, and 1990, in millions:

Indian Education Budget Authority (in millions)

	1988	1989	1990
Grants to LEAs and Indian-Controlled Schools	$49.2	$52.7	$54.5
Special Programs for Indian Students	11.7	12.3	12.7
Special Programs for Indian Adults	3.0	4.0	4.1
Program Administration	2.4	2.5	2.8
Total	$66.3	$71.6	$74.2

Note: Detail may not add to totals because of rounding.

Impact Aid

The Impact Aid program provides grants to local educational agencies to compensate them when Federal activities result in increased enrollments or loss of local revenues. Districts that have suffered damage to their facilities from natural disasters may also receive assistance. For 1990, the Department of Education's budget request is for $629.3 million. This compares to $733.1 million in fiscal 1989 and $708.5 million in fiscal 1988.

Magnet Schools Assistance

Research indicates that magnet schools are important in fostering educational excellence, giving parents broader choices for the education of their children, and achieving racial desegregation without forced busing. Students and their parents are attracted to magnet schools because of the content of the educational programs offered, and the existence of magnet schools in a district may challenge other schools to improve the quality of their programs. Since it began in 1985, the Magnet Schools Assistance program has enabled eligible districts undergoing desegregation to develop and expand magnet school programs at the elementary, middle, and high school levels in science and math, foreign languages, performing arts, and a variety of other areas. For 1990, the Department has requested a $1 million increase in funding over the pervious fiscal year to be used for a national evaluation of magnet school programs.

Magnet Schools Assistance Budget Authority (in millions)

	1988	1989	1990
Awards to School Districts	$71.8	$113.6	$113.6
National Evaluation	–	–	1.0
Total	$71.8	$113.6	$114.6

Fund for Innovation in Education

The Fund for Innovation in Education allows the Secretary of Education to carry out programs and projects that show the promise of identifying and disseminating innovative educational approaches. Programs for technology education, programs to strengthen computer education resources in schools, and comprehensive school health education programs are also specifically authorized. For fiscal 1990, the Department requested $15.7 million for this effort. This is the same amount as appropriated for 1989.

Training and Advisory Services

This program supports state educational agencies and desegregation assistance centers in providing technical assistance and training to districts that are desegregating in the areas of race, sex, or national origin. For fiscal 1990, the Department requested $23.4 million for this program, the same amount appropriated for fiscal 1989.

Other Programs

The Department of Education operates several smaller elementary and secondary programs that address various needs that cannot be met under other programs. The following include programs for which 1990 budget appropriations have been requested:

- **High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).** HEP supports programs to help low-income migrant and seasonal farmworkers gain high school diplomas or equivalency certificates. CAMP provides stipends and special services such as tutoring and counseling to migrant students who are in their first year of college. $7.4 million is the 1990 HEP request and $1.5 million is the 1990 CAMP request. These are the same levels as 1989.

- **Jacob K. Javits Gifted and Talented Student's Education.** This program makes awards to state and local educational agencies, institutions of higher education, and other agencies for a variety of research, demonstration, training, and other activities designed to identify and meet the special educational needs of gifted and talented students. The 1990 request is $7.9 million, the same amount as for 1989.

- **Education of Homeless Children and Youth.** This program provides funds to each state educational agency to establish an Office of Coordinator of Education of Homeless Children and Youth. The 1990 request is $5 million, an increase of $.2 million from fiscal 1989.

- **General Assistance to the Virgin Islands.** Elementary and secondary education in the Virgin Islands receives general support through this program. The 1990 request is $4.9 million, an increase of $.2 million from fiscal 1989 levels.

The following are programs for which 1990 budget appropriations have not been requested:

- **Women's Educational Equity.** This program seeks to promote educational equity for girls and women through grants and contracts to public agencies, private nonprofit organizations, and individuals. The 1989 funding level was $2.9 million.

- **Dropout Prevention Demonstrations.** This program was authorized by P.L. 100-297 to make two-year awards to 82 local educational agencies and seven community-based organizations for projects to encourage students to remain in school and projects to enable those who have dropped out to return to school. The demonstration concluded in fiscal 1989 (with $21.7 million appropriation in 1989).

- **Ellender Fellowships.** This program is administered by the Close Up Foundation of Washington, D.C. and provides financial aid to enable low-income students and their teachers to participate in week-long seminars in Washington, D.C. For fiscal 1989, $3.5 million was requested.

- **Follow Through.** This program is an experimental effort to design and disseminate outstanding models of compensatory education for low-income children in the early elementary grades. For fiscal 1989, Follow Through was funded at the $7.3 million level.

- **Star Schools.** This program supports competitive grants to eligible telecommunication partnerships to develop, construct, and acquire telecommunications facilities and equipment; to develop and acquire instructional programming; and to acquire technical assistance. The program supports concentrated instruction in various subjects primarily by means of satellite or microwave relay between centrally located instructors and remote students. For fiscal 1989, $14.4 million was requested for Star Schools.

- **Education for Native Hawaiians.** This is a series of five programs dealing exclusively with the education of Hawaiian natives. Funding for these efforts was $4.9 million in 1989.

SPECIAL EDUCATION AND REHABILITATIVE SERVICES

The Department of Education state block grants provide services to those who require special education and/or rehabilitative services. In addition, the Department directly funds several institutions that provide educational services to handicapped individuals. For 1990, the Department will continue to emphasize early childhood education, transition services, and supported employment for individuals with various disabilities.

The administration has acknowledged a federal role in helping states and communities achieve better opportunities for persons with disabilities through federally funded programs that provide direct services and through federally-funded research, demonstration, outreach, technical assistance, and training activities.

For fiscal 1990, the Department has requested an overall increase of $122 million over the fiscal year 1989 appropriation to help meet increased costs in all state grant programs and the Special Institutions for the Handicapped; to serve additional children under Education for the Handicapped programs; and to provide additional support to assist states in developing programs of technology assistance to persons with disabilities.

Education for the Handicapped

Formula Grants to States

This program awards formula grants to states to assist them in providing a free public education and related services to all children with handicaps aged three through 21. The fiscal 1990 request of $1,525.6 billion would maintain a Federal share of about four percent of the total per pupil cost of educating children with handicaps.

Based on an estimated count of 4,342,000 children with handicaps, approximately $351 per child would be provided to the states in 1990, an increase of $7 per child over the 1989 level.

Education for the Handicapped Budget Authority (in millions)

	1988	1989	1990
Grants to States	$1,431.7	$1,475.4	$1,525.6
Estimated Child Count (Thousands)	4,236	4,295	4,342

Preschool Grants

Formula grants are awarded to states to assist them in providing special education and related services for preschool children. These grants supplement funds provided under the Grants to States program for services to these children. The grants are intended to encourage states to expand preschool services for children with handicaps.

Education for Preschool Grants Budget Authority (in millions)

	1988	1989	1990
Grants to States	$201.1	$247.0	$247.0
Estimated Child Count (Thousands)	288	326	351

Grants for Infants and Families

This programs makes formula grants to states for developing and implementing statewide systems of coordinated, comprehensive, multidisciplinary interagency programs to provide early intervention services to all children with handicaps age birth through 2 years and their families. The Department's fiscal 1990 request includes an increase of 3.4 percent over the 1989 appropriation.

Grants for Infants and Families Budget Authority (in millions)

	1988	1989	1990
Grants to States	$67.0	$69.8	$72.2

Special Purpose Funds

Special Purpose Funds primarily support a variety of research, demonstration, and training activities that complement the State Grant programs. These discretionary programs support activities that are more effectively and efficiently conducted at the national level. For fiscal 1989, the Department has requested $169 million for Special Purpose projects, the same level as fiscal 1989.

Special Purpose Funds Budget Authority (in millions)

	1988	1989	1990
Deaf-Blind and Other Severely Handicapped Projects	$19.7	$19.5	$19.5
Early Childhood Education	23.4	23.1	23.1
Secondary and Transitional Services	7.4	7.3	7.3
Postsecondary Programs	5.8	5.8	5.8
Innovation and Development	17.2	17.0	17.0
Media and Captioning Services	13.2	13.4	13.4
Special Education Technology	4.8	4.7	4.7
Special Studies	3.6	3.6	3.6
Special Education Personnel Develop	66.4	67.1	67.1
Recruitment and Info. Clearinghouse	1.1	1.1	1.1
Regional Resource Centers	6.4	6.3	6.3
Total	$169.2	$169.0	$169.0

Vocational Rehabilitation Services

Vocational Rehabilitation State Grants

The Vocational Rehabilitation State Grant program provides funds to state vocational rehabilitation agencies to help persons with physical and mental disabilities become gainfully employed. Funds are distributed on the basis of a formula that takes into account population and per capita income. A wide range of services is provided, including vocational evaluation, counseling and guidance, work adjustment, physical and mental restoration, education and vocational training, job placement, and postemployment services.

Vocational Rehabilitation State Grants Budget Authority (in millions)

	1988	1989	1990
State Grants	$1,379.5	$1,441.6	$1.502.1

Client Assistance

This program provides formula grants to states for activities to inform and advise clients of benefits available to them under the Rehabilitation Act and to assist them in their relationships with providers, including assistance in pursuing remedies to ensure the protection of their rights under the Act. For fiscal 1990, $8 million is requested for this program, an increase of $277,000 over the previous fiscal year.

Supported Employment State Grants

This program provides formula grants to assist states to develop collaborative programs with appropriate public and private nonprofit organizations for training and traditionally time-limited post-employment activities leading to supported employment for persons with severe disabilities. For fiscal 1990, the Department of Education has requested $27.9 million for this program, an increase of $1 million over the previous year's request.

Special Purpose Funds

Special Purpose Funds support a variety of programs/initiatives. Following are brief descriptions of programs that use these funds:

- **Service and Demonstration Projects** receive discretionary grants to expand services to migrants with disabilities, develop new and innovative approaches to meeting the needs of persons with severe disabilities, and involve private employers in providing special training and job placement opportunities to persons with disabilities.
- **Helen Keller Center** provides comprehensive services to deaf-blind youths and adults.
- **Independent Living Awards** include formula grants to the states for independent living services, discretionary grants to support a network of nonresidential, community-based independent living centers, and discretionary grants for independent living services to older blind persons.
- **Training Grants** are made to states and public or other nonprofit agencies and organizations to help ensure that adequately skilled personnel are available to provide rehabilitation services persons with disabilities.
- **Evaluation** grants are used to study various efforts of interest to the Department of Education.

Special Purpose Funds Budget Authority (in millions)

	1988	1989	1990
Service and Demonstration Projects	$47.2	$47.7	$44.6
Helen Keller Center	4.8	4.8	4.8
Independent Living	43.4	43.8	44.3
Training	30.0	30.1	30.1
Evaluation	1.0	1.0	1.0
Total	$126.4	$127.5	$124.9

National Institute on Disability and Rehabilitation Research

The purpose of the National Institute on Disability and Rehabilitation Research is to provide a comprehensive and coordinated approach to administering and conducting research, demonstration projects, and related activities concerning the rehabilitation of persons with disabilities, including training of persons who provide rehabilitation services or who conduct rehabilitation research. For fiscal 1990, the Department has requested $52.9 million for the Institute—the same amount appropriated for fiscal 1989.

Technology Assistance

This program, authorized beginning in 1989 by the Technology-Related Assistance for Individuals with Disabilities Act of 1988, provides discretionary grants to states to assist them in developing statewide programs that facilitate the provision of devices and services to assist persons with disabilities. For fiscal 1990, the Department requested $10.7 million for this program, more than twice the 1989 appropriation of $5.2 million.

Special Institutions for the Handicapped

These institutions serve individuals with various handicaps and are summarized as follows:

- American Printing House for the Blind, in Louisville, Kentucky, provides books, magazines, casettes, and other materials for blind students.
- National Technical Institute for the Deaf, in Rochester, New York, provides postsecondary technical education to deaf students.
- Gallaudet University, Washington, D.C., is a private, nonprofit liberal arts institution offering college preparatory, undergraduate, graduate, and continuing education programs for the deaf.

Special Institutions for the Handicapped Budget Authority (in millions)

	1988	1989	1990
American Printing House for the Blind	$5.3	$5.3	$5.5
National Technical Institute for the Deaf	31.6	33.3	35.6
Gallaudet University	62.2	66.0	68.9
Total	$99.1	$104.7	$109.9

POSTSECONDARY EDUCATION

The focus of the Department of Education's involvement with postsecondary education programs is in the form of various loan and grant programs designed to support both institutions and individuals. Highlights of the Department's fiscal 1990 postsecondary education initiatives include:

- Increased availability of grant, loan, and work-study assistance. The total volume of student aid available would increase by about $849 million, and the number of awards would increase by about 15,000 compared with 1989.
- Annual appropriation for Pell Grants would be increased by $256.1 million.
- Student loan availability would be increased.
- Student loan defaults would be reduced through the enactment of management information system improvements.
- Title III support for academic and financial development of historically black colleges and universities would be increased by $2.9 million.

Pell Grants

The Pell Grant program provides portable, voucher-like grant aid to needy undergraduate students. Grant amounts vary in direct proportion to the student's family financial circumstances. This is the Department of Education's most need-focused student aid program. It is designed to ensure the financial accessibility of postsecondary education for students from low-income families. The Department's fiscal 1990 budget request for Pell Grants is $4.740 billion, an increase of $256 million over the 1989 appropriation. This request will support an increase of 46,000 in the expected number of grant recipients and will provide funds to cover shortfalls in appropriations for prior years.

Guaranteed Student Loans

The Guaranteed Student Loan programs subsidize and guarantee low-interest loans to students and market-rate loans to parents. The loans are made by commercial and nonprofit lenders. These programs continue to be the single largest source of federal student aid.

Major federal costs associated with the Guaranteed student loan programs are:

1) Interest benefit payments to lenders while students are in school and during certain grace and deferment periods;
2) Special allowances to lenders amounting to the difference between the borrower's interest rate and the most recent quarterly 91-day Treasury bill rate average plus 3.25 percent;
3) Liabilities for principal and interest reimbursement to guarantee agencies due to borrower default, death, disability, or bankruptcy; and
4) Administrative allowances to state-level guarantee agencies that serve as the program's primary loan insurers and default collectors.

There are four program components to the Guaranteed Student Loan Program:

1) Stafford Loans under which the Federal government pays the interest while the student is in school and during certain grace and deferment periods;
2) Unsubsidized Parent Loans for Undergraduate Students (PLUS);
3) Unsubsidized Supplemental Loans for Students (SLS) made to independent undergraduates and graduate students; and
4) Consolidation Loans under which borrowers with multiple student loans who meet certain criteria may have their obligations consolidated and their repayment schedules extended.

For fiscal 1990, the Department of Education has requested $2.963 billion, which is $211 million less than the 1989 appropriation level.

Work Study and Supplemental Grants

The Work Study and Supplemental Educational Opportunity Grants programs are campus-based in that they are administered primarily by the participating educational institutions using yearly allocations of federal funds. The Supplemental Grants program provides grant assistance of up to $4,000 per academic year to undergraduate students who demonstrate need under a statutory need analysis system. Under the Work Study program, the Department of Education makes grants to participating institutions that use these funds to provide generally up to 70 percent of the

salaries of undergraduate or graduate students working part-time, generally in on-campus jobs.

For 1990, the Department of Education has requested a total of $610.1 million for Work Study, the same funding level as in fiscal 1989 and a total of $452.9 million for Supplemental Grants, an increase of $14.9 million over the fiscal 1989 appropriation level.

Perkins Loans and Income Contingent Loans

The Education Department also administers two similar campus-based direct student loan programs: 1) Perkins Loans; and 2) Income Contingent Loans.

Perkins Loans are formerly known as Direct Loans. Currently, some 3,300 participating institutions administer Perkins Loan revolving funds with total assets now exceeding $5 billion. These funds have been built up using over 30 years of Federal capital contributions, with institutions providing one dollar for every nine Federal dollars. For 1989, funding for Perkins Loans was $183.5 million. For 1990, the Department of Education is requesting no funds for Perkins Loans. However, school-level collections on prior loans and Federal cancellation payments are expected to support an estimated 702,000 new loans in the 1990–1991 award year.

Under the Income Contingent Loan program, ten institutions are responsible for administering revolving loan funds from which new loans are made and for collecting loans. Institutions must match federal capital contributions at the rate of one institutional dollar for every nine federal dollars. Schools may use up to 5 percent of their awards to meet related administrative expenses. Loan amounts are limited to $2,500 the first year, $3,000 the second year, and $4,000 for each of up to three additional undergraduate years, with an overall $17,500 aggregate limit. Repayment following graduation is based on the borrower's adjusted income for the preceding year, and there is no time limit on repayment. For fiscal 1990, the Department has requested $20 million in new capital contributions. Because of a technical error in the fiscal 1988 appropriations language, reference to the Income Contingent Loan program was omitted, and, therefore, fiscal 1988 funds were not obligated.

State Student Incentive Grants

This program provides incentives to states to develop state-level, need-based postsecondary student grant and community service work study programs. Federal funds are matched by state contributions on a dollar-for-dollar basis. In fiscal 1989, appropriations for this program totaled $71.9 million. For fiscal 1990, the Department requested no funds for State Student Incentive Grants.

Special Programs for Disadvantaged Students

The Special Programs for the Disadvantaged provide funding for various postsecondary education outreach and student support services to encourage individuals from disadvantaged backgrounds to complete college. For fiscal 1990, the Department of Education has requested $89.5 million for these programs, an increase of $8.9 million above the 1989 appropriation level.

Title III: Aid for Institutional Development

Title III funds are designed to help strengthen the fiscal management and academic programs of financially needy postsecondary institutions that serve disadvantaged students. For 1990, the Department is requesting $180.5 million for this effort, an increase of $5.9 million over the previous fiscal year's appropriation.

Minority Institution's Science Improvement

This program provides financial assistance to projects at postsecondary institutions with predominantly minority enrollments. It is designed to enhance the capacity of such institutions to develop and maintain quality science education programs as well as to help increase the representation of ethnic minorities in science and engineering careers. The Department is requesting $5.5 million for this program for fiscal 1990, an increase of $180,000 over the previous fiscal years' appropriation.

Howard University

Howard University, located in Washington, D.C. continues to provide a significant avenue of postsecondary access and opportunity for minority students from disadvantaged backgrounds. About 69 percent of Howard's educational and general expenses are met by this direct federal appropriation. For 1990, the Department of Education is requesting $156.8 million for Howard's academic programs, an increase of $5.4 million from the fiscal 1989 appropriation. The funding request for Howard's endowment, research program, and hospital totals $28.1 million—$1 million more than the previous fiscal year.

Fund for the Improvement of Postsecondary Education (FIPSE)

This fund is designed to stimulate institutions of higher education to identify and pursue improvements in educational quality. For fiscal 1990, the Department has requested $11.9 million for this program, the same level as the 1989 appropriation.

International Education and Foreign Language Studies

International Education programs are designed to improve trade, diplomatic, defense, and other security interests of the United States by strengthening and broadening scholarly expertise in foreign languages, world area studies, and other international issues. For fiscal 1990, the Department requested $30.3 million for these programs, a decrease of $741,000 from fiscal 1989.

Scholarships and Fellowships

The Department of Education supports several scholarships and fellowships designed to recognize outstanding achievement, help needy students to pursue graduate degrees, attract disadvantaged persons into the legal profession, and support a variety of other efforts. For fiscal 1989, the Department of Education has requested approximately $46 million for these various scholarships, a decrease of about $20 million from fiscal 1989.

Other Programs

The Department funds several miscellaneous programs designed for special purposes. The Department requested new funding for these programs:

Legal Training for the Disadvantaged is designed to attract disadvantaged individuals into the legal profession. For 1990, the Department requested $2 million for this program, an increase of $100,000 from 1989.

School, College, and University Partnerships encourages local school/college partnerships designed to enhance the academic skills of high school students to increase their opportunity to pursue a postsecondary education and to improve their prospects for employment after high school. For 1990, the Department requested $2.9 million for this program, an increase of $94,000 over the 1989 appropriation.

Higher Education Facilities supplies college housing loans and higher education facilities loans for needy institutions. For 1989, the appropriation for this program was $54 million. For 1990, the Department of Education requested $27.8 million for this effort.

Student Literacy Corps promotes the development of literacy corps programs at institutions of higher education. For 1990, the Department requested $5.1 million for this effort, an increase of $168,000 from the 1989 appropriation level.

For 1990, the Department requested no funding for these programs:

Veterans' Educational Outreach supports postsecondary institutional tutoring and counseling service programs for Vietnam-era veterans. For 1989, the program appropriation was $2.8 million.

Cooperative Education encourages cooperative education programs. For 1989, funding for this program was $13.6 million.

Law School Clinical Experience was created in 1970 to stimulate the creation of clinical experience programs in the Nation's law schools. For 1989, appropriations for the program were $3.9 million.

Innovative Projects for Community Service tests the concept of student community service work in exchange for educational services or financial assistance. For 1989, appropriations for this program were $1.5 million.

Assistance to Guam assists the University of Guam in providing education programs for nonresident students from the Trust Territories, the Northern Marianas, and American Samoa. For 1989, the program was funded at $500,000.

Robert A. Taft Institute of Government has sponsored teacher training programs for over 20 years with some federal support. For 1989, the Department requested $700,000 for this effort.

BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION

Bilingual Education

Bilingual Education programs help children with limited English proficiency learn English and enter English-speaking classrooms as quickly as possible. A wide variety of education programs are supported under this effort. For 1989, these programs were funded at the $151.9 million level. For 1990, the Department of Education requested $157.1 million for these programs.

Immigrant and Refugee Education

The Immigrant Education program provides grants to school districts that have at least 500 immigrant students or in which such students make up at least three percent of current enrollment. Refugee Education funds are provided to Local Education Agencies to help cover the cost of education for refugee children. For fiscal 1990, the Department requested $30.6 million for Immigrant Education, an increase of about $1 million from the fiscal 1989 appropriation. For fiscal 1990, the Department requested $16.3 million for Refugee Education, an increase of about $500,000 from the previous fiscal year's appropriation.

EDUCATIONAL RESEARCH AND IMPROVEMENT

Education Research and Statistics

Education Research and Statistics funds support the principal activities by which the Department of Education assists states, localities, education practitioners, policymakers, and the general public to obtain timely and reliable information about the condition of education, successful programs and practices, trends and issues, and ways in which greater knowledge of education processes may yield improved educational performance.

Education Research and Statistics Budget Authority (in millions)

	1988	1989	1990
Research	$46.6	$47.1	$51.0
Statistics	13.4	21.7	25.3
Assessment	7.5	9.4	12.0
Total	$67.5	$78.2	$88.3

The $51 million for 1990 for research includes funding for the network of national research and development centers, field-initiated research, regional education laboratories, and the Education Resources Information Center (ERIC) system, which provides a computerized bibliographic retrieval system for the dissemination of education information. The $25.3 million requested for statistics includes collection, analysis, and dissemination of basic statistical data on education, including periodic surveys of schools, colleges, and libraries to track key indicators of the status and condition of education.

The $12 million requested for assessment includes funding for the National Assessment of Educational Progress, a primary source of reliable information on changes over time in educational achievement of students at several age levels and in various skills and subjects.

Libraries

The Department has funded the Public Library Services and Construction programs designed to make public library services available to every community. For 1989, funding for this effort was $137.2 million. For 1990, the Department requested the same amount to be used for library services to the disadvantaged.

VOCATIONAL EDUCATION

The Carl D. Perkins Vocational Education Act supports programs designed to expand and improve vocational education programs and increase access to high-quality vocational programs for traditionally underserved populations. The current Act includes state formula grant programs for Consumer and Homemaking Education, State Councils on Vocational Education, and projects administered jointly with Community-Based Organizations, a national research and demonstration program, and discretionary grants for Bilingual Vocational Training. For fiscal 1989, funding under the Carl D. Perkins Vocational Education Act was $918.4 million. The Department developed a reauthorization proposal for the Perkins Act that expires at the end of 1989. For 1990, the proposed budget is $949.4 million for the reauthorized program, a 3.4 percent increase over the 1989 level.

ADULT EDUCATION

Adult Education initiatives of the Department of Education include basic grants to states to assist with problems associated with adult illiteracy, various national programs for adult education, the Literacy Training for Homeless Adults program, Workplace Literacy Partnerships and English Literacy Grants. For 1989, these efforts were funded at $162.2 million. For 1990, the Department has proposed a funding level of $170 million for these programs, although Workplace Literacy Partnerships and English Literacy Grants would be eliminated in 1990.

RECENT WHITE HOUSE EDUCATION INITIATIVES

The White House has recently recommended a series of initiatives designed to provide increased federal assistance to public education. These initiatives are designed to help improve public education by recognizing quality schools and teachers, providing scholarships for selected students, encouraging magnet schools, and reducing drugs in public schools. The total increase in budget authority requested is $441 million for these various programs/awards. This represents a slight increase compared to the Department's $21.9 billion budget. Highlights of President Bush's Educational Initiatives include:

Initiative	Budget Authority (millions)
Merit Schools	+$250
Presidential Awards for Excellent Teachers	+ 8
National Science Scholars	+ 5
Magnet Schools of Excellence	+ 100
Alternative Teacher and Principal Certification	+ 25
Experiments for Educational Achievement	+ 13
Historically Black Colleges and Universities	+ 10
Drug-Free Schools Urban Emergency Grants	+ 25
Literacy Program for Homeless Adults	+ 3
Education for Homeless Children and Youth: Exemplary Grants	+ 3
TOTAL	+$441

Note: Numbers do not add to total because of rounding.

Merit Schools – +$250 million. Rewards averaging $100,000 would go to schools whose students meet criteria that emphasize improved educational performance; provide a safe environment (including reducing or eliminating problems associated with drugs and alcohol use); and show progress in reducing the number of students who drop out of school. Funds may be used for any purpose that furthers the school's educational program. Support from other sources may not be reduced because of the award. Special emphasis will be given to schools that enroll substantial numbers or proportions of disadvantaged children. Funding will increase each year until an annual level of $500 million is reached.

Presidential Awards for Excellent Teachers – +8 million. Awards averaging $5,000 would reward teachers in every state who meet the highest standards of excellence. Annual competitions will be held in each state under which all elementary and secondary public and private school teachers of any academic subject could compete. The number of teachers receiving awards in each state would vary with the size of the state, with an average of about 25 teachers in each state receiving a Presidential Award each year.

National Science Scholars – +5 million. 570 college merit scholarships would be made annually to encourage high school seniors to take more courses in the sciences and mathematics, to apply themselves to their studies, and to excel. About $5 million will be requested for the first year, increasing to $20 million per year by the fourth year. One student would be selected by each member of the House of Representatives, one by each Senator, and thirty by the President. The scholarships would be for four years for up to $10,000 per year, depending on need, to be used at any accredited higher education institution.

Magnet Schools of Excellence – +$100 million. Grants will be made to states, which will then award funds on a competitive basis to school districts, for magnet schools for other than desegregation purposes. Magnet school grants will be available for schools offering students any aspect of the full spectrum of curriculum options, with emphasis on recognizing the potential of children from disadvantaged families. Funds will be for initial costs, with a requirement that states and local school systems rapidly assume full operating costs.

Alternative Teacher and Principal Certification – +$25 million. One-time grants will be awarded to states and school districts to design, develop, or implement creative and flexible alternative certification systems. The purpose is to allow qualified scientists, engineers, and other subject matter specialists and administrators to bring their talents to schools in areas where there are critical shortages, thus bypassing frequently cumbersome and unnecessary certification requirements. States may spend the money over several years, if needed, and may use the funds for whatever purpose necessary, including design and testing of different options tailored to their circumstances, establishing administrative structures, training staff, developing recruitment strategies, and evaluating new systems.

Experiments for Educational Achievement – +$13 million. New resources will expand experiments in educational innovation and data collection to help states and localities find out what can work in their schools. Experiments will be designed to address issues across the full spectrum of educational issues: teaching and learning methods,school organization and management, problems of populations with special needs, parental choice, mathematics and science curriculum design, integrating higher order skills into school curricula, improving early childhood education programs, and others. The Secretary of Education will establish objective rules for evaluating performance and will disseminate information on what does and does not work.

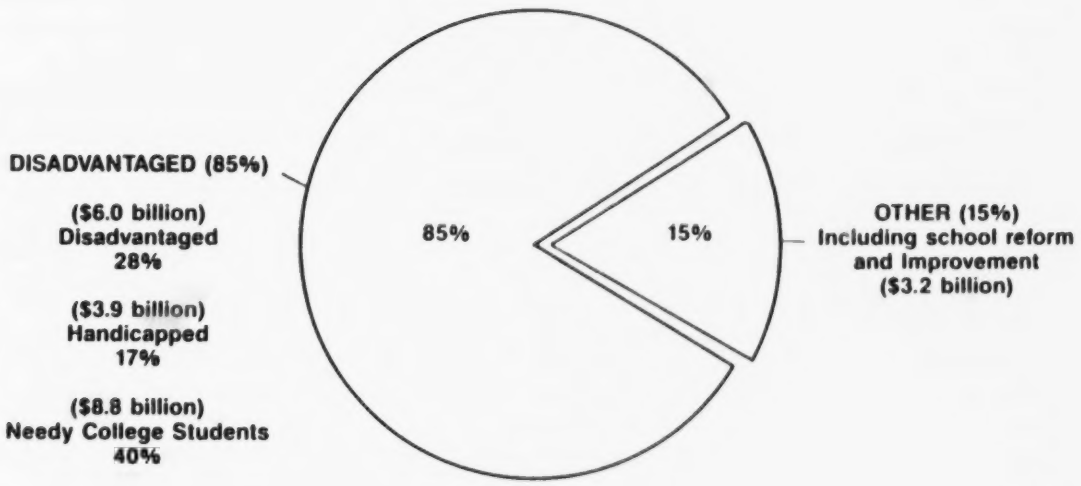
Historically Black Colleges and Universities – +$10 million. $60 million over four years, beginning with $10 million in fiscal 1990, will provide endowment matching grants for Historically Black Colleges and Universities.

Drug-Free Schools Urban Emergency Grants – +$25 million. One-time grants would be provided to a limited number of the most seriously affected urban school systems to develop and test comprehensive approaches to achieving a solution to their drug problems. School systems in which a high proportion of students live in poverty would be given priority.

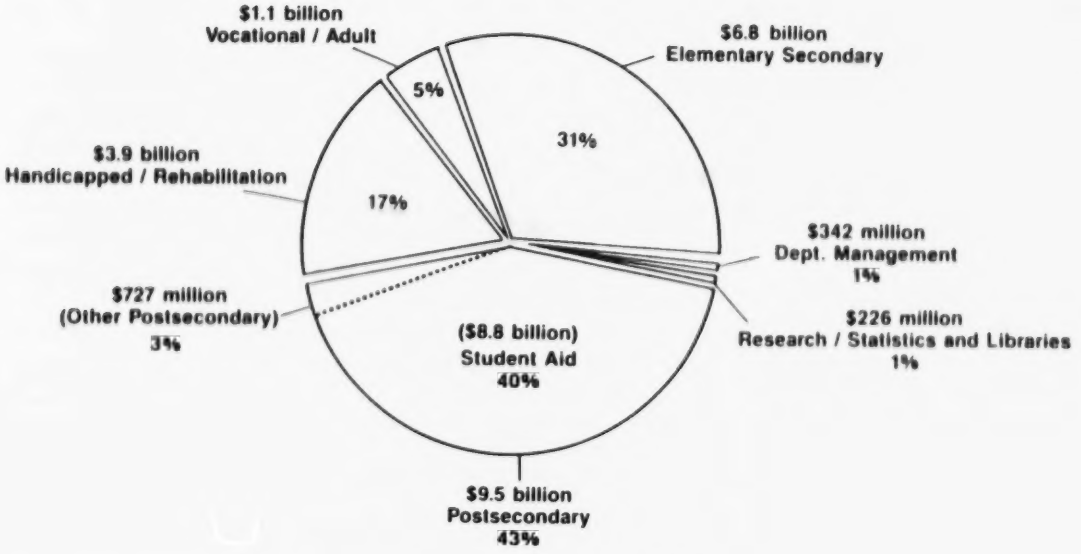
Literacy Program for Homeless Adults – +$3 million. Funds will provide additional support in order to fully fund the McKinney Act adult education program for the homeless. Grants to each state educational agency will support the development and implementation of literacy training and basic skill remediation.

Education for Homeless Children and Youth Exemplary – +$3 million. Funds will be used to implement and fully fund the McKinney Act program to develop and disseminate exemplary programs that successfully address the special needs of homeless elementary and secondary students.

1990 President's Budget for Education By Target Populations



1990 President's Budget for Education By Major Program Areas



U.S. Department of Justice

OVERVIEW

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) was created by Congress in 1974 in response to nationwide concern about juvenile crime. A part of the U.S. Department of Justice's Office of Justice Programs, OJJDP is the primary federal agency responsible for addressing the issues of juvenile crime and delinquency and the problem of missing and exploited children.

OJJDP provides national leadership and resources to states and localities to implement the mandates of the Juvenile Justice and Delinquency Prevention Act. In this regard, the OJJDP:

- Supports research on all aspects of juvenile delinquency, delinquency prevention, and missing and exploited children;
- Develops and demonstrates effective juvenile justice and missing and exploited children programs;
- Provides information, training, and technical assistance about promising programs to state and local agencies and juvenile justice practitioners;
- Awards formula grants to states to support juvenile justice programs and to help states achieve compliance with the mandates and requirements of the Juvenile Justice and Delinquency Prevention Act, including the deinstitutionalization of status offenders and nonoffenders, separation of juveniles from adults within secure confinement facilities, and removal of juveniles from adult jails; and
- Coordinates federal juvenile delinquency and missing and exploited children programs.

Recently, the Office of Juvenile Justice and Delinquency Prevention has focused its efforts on:

- Helping communities combat youth gangs;
- Fighting illegal drug use among high-risk youth;
- Developing system-wide responses to serious juvenile crime;
- Reducing the incidence of crime against children, particularly abduction and sexual exploitation; and
- Providing technical assistance to help states remove juveniles from adult jails.

In 1988, Congress reauthorized the Juvenile Justice and Delinquency Prevention Act, legislating amendments that altered the previous funding structure of the Office. The new legislation shifted a substantial portion of funds from OJJDP's discretionary programs into a formula grants program. This shift resulted in a significant reduction in the amount of OJJDP funds available for discretionary efforts. In addition, the 1988 amendments also mandated that the Office initiate a number of new projects, including several studies. Because of these new programs and the reduction in the discretionary budget for fiscal year 1989, the Office reduced the level of funding for continuation projects and is developing virtually no new programs for fiscal 1989.

FUNCTIONS AND PROGRAMS

OJJDP is composed of four divisions: the Special Emphasis Division; the State Relations and Assistance Division; the Training, Dissemination, and Technical Assistance Division; and the Research and Program Development Division. The latter two divisions comprise the National Institute for Juvenile Justice and Delinquency Prevention (NIJJDP). Finally, OJJDP's Concentration of Federal Effort Program and Missing Children's Program were established to coordinate all Federal juvenile delinquency programs and missing children's initiatives. Following are brief descriptions of the major responsibilities and functions of the four divisions and two programs.

Special Emphasis Division

The Special Emphasis Division provides discretionary funds directly to public and private agencies, organizations, and individuals to foster promising approaches to delinquency prevention and control. The division is currently implementing selected development and demonstration programs to address such problems as the chronic juvenile offender, illegal drug use by high-risk youth, and sexual exploitation of children.

- **Juvenile Gang Supression and Intervention Program.** (Grantee: University of Chicago; School of Social Services Administration; Chicago, Illinois). The purpose of this program is to develop effective, comprehensive approaches that are designed to suppress, control, and treat criminal behavior among chronic and emerging youth gangs.

- **Proyecto Esperanza/Project Hope.** (Grantee: COSSMHO-National Coalition of Hispanic Health and Human Services Organizations; Washington D.C.). The purpose of this program is to assess family strengthening and crisis intervention programs and to design prototype programs for Hispanic families.
- **Juvenile Corrections/Industries Ventures.** (Grantee: National Office for Social Responsibility; Alexandria, Virginia) This project will assist juvenile corrections agencies to establish joint ventures with private businesses and industries to provide new opportunities for the vocational training of juvenile offenders in secure correctional settings.
- **Intensive Community-Based Aftercare.** (Grantee: Johns Hopkins University; Institute for Policy Studies; Baltimore, Maryland). OJJDP is sponsoring this development initiative to assess, develop, test, and disseminate intensive community-based aftercare program prototypes/models for chronic serious juvenile offenders who initially require residential care.
- **Serious Habitual Offender Comprehensive Action Program (SHOCAP).** (Grantee: Public Administration Service; McLean, Virginia). SHOCAP is a comprehensive service-coordination and case management process involving the entire juvenile justice system including prosecutors, courts, schools, police, corrections, and community aftercare services.

State Relations and Assistance Division

The State Relations and Assistance Division provides formula grant funds to those states implementing the mandates of the Juvenile Justice and Delinquency Prevention Act. Formula grants support programs and services to prevent juvenile delinquency, divert juveniles from the juvenile justice system, provide community based confinement alternatives, establish and adopt juvenile justice standards, improve sentencing procedures, and facilitate coordination between the juvenile justice and criminal justice systems. Besides the formula grant program, this division supports the following efforts:

- **Technical Assistance to the States for Compliance with the JJDP Act.** (Grantee: Community Research Associates; Champaign, Illinois). This contract provides nationwide technical assistance to help states improve detention practices, policies, facilities, alternative services and other issues related to the preadjudicatory handling of juveniles. Technical assistance recipients include state and local governments, public and private agencies, State Advisory Groups, and state planning agencies.
- **Nonparticipating States Initiative.** (Grantee: States not participating in the JJDP Act). This program provides resources to establish programs and services to separate juveniles from adults in jails and lockups, remove status offenders from secure detention, and eliminate the use of adult jails and lockups for confining juveniles in those states that are not participating in the JJDP Act.

Training, Dissemination, and Technical Assistance Division

The Training, Dissemination and Technical Assistance Division, one of two divisions contained within the National Institute for Juvenile Justice and Delinquency Prevention, is responsible for programs that train professionals, paraprofessionals, volunteers, and other personnel who work with juveniles and their families. The division serves as a clearinghouse and information center for the preparation, publication, and dissemination of information regarding juvenile delinquency,and provides technical assistance to federal, state, and local governments, courts, public and private agencies, institutions, and individuals in planning, establishing, funding, operating, and evaluating juvenile delinquency programs.

- **Technical Assistance to the Juvenile Courts.** (Grantee: The National Council of Juvenile and Family Court Judges; Reno, Nevada). This project provides technical assistance to the nation's juvenile courts and related agencies to improve juvenile court processing and services.
- **Juvenile Court Training.** (Grantee: The National Council of Juvenile and Family Court Judges; Reno, Nevada). The purpose of this project is to train as many new juvenile and family court personnel as possible. For juvenile and family court judges, the project provides basic training to newly elected or appointed judges and to experienced judges who have been newly assigned or rotated to the juvenile or family court bench.
- **National School Safety Center.** (Grantee: Pepperdine University; Encino, California). The National School Safety Center provides a national focus on school safety by making the nation aware of the magnitude of campus and school crime and violence, identifying methods to diminish crime and violence, and promoting innovative university campus crime prevention and school discipline restoration programs.
- **Permanent Families for Abused and Neglected Children.** (Grantee: National Council of Juvenile and Family Court Judges; Reno, Nevada). Technical assistance is provided to State Permanency Planning Task Forces to address the substantive legal, procedural, and social issues surrounding children living in foster homes and the need to provide each of these children with a legally recognized, permanent family.

- **Training and Technical Assistance for Juvenile Detention and Corrections.** (Grantee: American Correctional Association; College Park, Maryland). In an earlier phase of this program, the grantee developed and published guidelines for juvenile detention facilities. These guidelines translated national detention facility standards into workable policy and procedure statements. Three juvenile detention resource centers were established using the guidelines as a training and technical assistance resource to assist other detention centers in improving their operations. The project was continued and expanded to include post-dispositional juvenile correctional programs. The current phase of the project establishes a detention resource center in the West and three National Training School Resource Centers.

Research and Program Development Division

The Research and Program Development Division is also a component of the National Institute for Juvenile Justice and Delinquency Prevention and sponsors research to develop estimates and monitor trends in juvenile delinquency and victimization in the United States, improve understanding of the causes of juvenile delinquency and development of delinquent and criminal careers, develop effective prevention strategies, improve the juvenile justice system's handling of juvenile offenders, and develop effective alternatives to the traditional dispositions offered in the juvenile justice system.

- **Children in Custody Census.** (Grantee: Center for Demographic Studies; U.S. Bureau of the Census; Washington, D.C.). The Children in Custody series has been designed to develop a comprehensive description of juvenile custodial facilities in terms of their physical and programmatic characteristics, as well as the characteristics of their resident populations.

- **Program of Research on Causes and Correlates of Delinquency.** (Grantee: The Regents of the University of Colorado; Boulder, Colorado). The major purpose of this program is to identify those predisposing factors that characterize a child at risk for involvement in antisocial behavior, delinquency, illegal drug use, and crime in order to identify and intervene early with high-risk children.

- **Effective Parenting Strategies for Families of High-Risk Youth.** (Grantee: University of Utah; Salt Lake City, Utah). The objective of this program is to reduce youth delinquency and drug abuse by providing community agencies with increased information and skills to implement family strengthening programs for high-risk children and youth. This will be accomplished by identification, assessment, and dissemination of family-oriented programs that have demonstrated success in decreasing risk factors for involvement in delinquency and drug use or in directly reducing delinquency drug use.

- **Promising Approaches for the Prevention, Intervention, and Treatment of Illegal Drug and Alcohol Use Among Juveniles.** (Grantee: Pacific Institute for Research and Evaluation; Bethesda, Maryland). The purpose of this program is to assist communities to eliminate adolescent drug and alcohol abuse through the development and testing of program prototypes for prevention, intervention, and treatment.

The Concentration of Federal Effort (CFE) Program was established by Congress to encourage interagency communication and collaboration in dealing with problems associated with juvenile delinquency and crime. The core of the CFE program is the Coordinating Council on Juvenile Justice and Delinquency Prevention. The Council coordinates all federal juvenile delinquency programs and all federal programs related to missing and exploited children.

The 17 member Council is chaired by the Attorney General. The Vice Chairman is the Administrator of the Office of Juvenile Justice and Delinquency Prevention. Through the CFE Program, OJJDP has contributed funding to the following Interagency Agreements:

OJJDP/Health and Human Services/Education/Labor supports Cities in Schools—a program that identifies potential dropouts and places them in a program that encourages a work/study arrangement.

OJJDP/Treasury provides funds for the Federal Law Enforcement Training Center to conduct training seminars and technical assistance to state and local law enforcement on a wide range of juvenile justice issues including child abuse.

OJJDP/U.S. Fire Administration jointly funds a federal effort to assess and disseminate information about juvenile firesetter/arson problems nationally.

OJJDP/National Highway Traffic Safety Administration assists with training private, not-for-profit organizations, communities, and students in drug abuse prevention and treatment strategies.

OJJDP/Office of the Surgeon General provides funds to develop and conduct a national conference on the prevention of alcohol impaired driving.

In addition to the above grants, the OJJDP CFE program awarded a contract to the Aspen Systems Corporation of Rockville, Maryland to establish the Juvenile Justice Resource Center to provide staff support, technical services and assistance, and management of an expert resource consulting pool for evaluation, review, and assistance to the National Institute for Juvenile Justice and

Delinquency Prevention projects. Under the contract, Aspen Systems Corporation also provides staff support to the Coordinating Council on Juvenile Justice and Delinquency Prevention.

The Missing and Exploited Children's Program was created by the Missing Children's Assistance Act of 1984. The purpose of the program is to coordinate the efforts of all federal agencies as well as other public and private initiatives involving missing and exploited children's issues. Specifically, the program is designed to:

- Analyze, compile, publish, and disseminate an annual summary of recently completed and ongoing research of federal, state, and local demonstration projects, including a comprehensive plan for coordinating all federally funded missing children programs;
- Conduct periodic national incidence studies on the number of children reported missing each year, the number abducted by strangers, the number of parental kidnappings, and the number of children recovered each year;
- Provide the means to facilitate effective coordination among all federally funded programs relating to missing children;
- Establish and maintain a national 24-hour toll-free information and reporting telephone line; and
- Authorize grants in the areas of awareness, education, information collection and dissemination, and data collection regarding missing and exploited children's issues.

In addition, the Missing Children's Assistance Act also requires that OJJDP establish and operate a national resource center and clearinghouse designed to:

- Provide technical assistance to state and local governments, public and private nonprofit agencies, and individuals in locating and recovering missing children;
- Coordinate public and private programs that locate, recover, or reunite missing children with their legal custodians;
- Disseminate information about innovative and model missing children's programs, services, and legislation; and
- Provide technical assistance to law enforcement agencies, state and local governments, elements of the criminal justice system, public nonprofit agencies, and individuals in the prevention, investigation, prosecution, and treatment of the missing and exploited child case.

Following are some examples of OJJDP's programs to help missing and exploited children:

- **Families of Missing Children: Psychological Consequences and Promising Interventions.** (Grantee: University of California; Langley Institute; San Francisco, California). This three-year research project is designed to identify and document effective treatment strategies for ameliorating the adverse psychological consequences of abduction and sexual exploitation for the parents, the missing child, and other siblings during the period of disappearance and after the child is recovered.
- **Reunification of Missing Children.** (Grantee: University of California; San Francisco, California). The purpose of this development project is to identify promising or effective strategies to assist families in adjusting to the return of a missing child.
- **National Study of Law Enforcement Agencies' Policies and Practices Regarding Missing Children and Homeless Youth.** (Grantee: Research Triangle Institute; Research Triangle, North Carolina). This study is designed to systematically describe the role of law enforcement agencies both in responding to reports of missing children and in identifying and recovering these children.
- **Child Victim as a Witness Research and Development Program.** (Grantee: Education Development Center; Newton, Massachusetts). The purpose of this research and development program is to expand and improve understanding of the effects of court policies and procedures on child witnesses. The primary research goal is to systematically test different techniques for improving the handling of child victims as witnesses.
- **National Studies of the Incidence of Missing Children.** (Grantee: Family Research Laboratory; University of New Hampshire; Durham, New Hampshire). This research program will develop valid and reliable national estimates of numbers of children reported and/or known to be missing in the course of a year, as well as the number of these children who are recovered, and establish profiles of missing children and characterizations of the incidents themselves.

U.S. Department of Defense

OVERVIEW

The U.S. Department of Defense is involved in various youth activities as they relate to military families. The Family Advocacy Program serves military families in a variety of ways and is designed to prevent child neglect and abuse. Army Youth Services provides a system of recreational programs at Army installations to support the psychological, emotional, and social growth of over 400,000 young people. The Navy's Personal Excellence Program is designed to raise the standards of young people in education, health and fitness, and citizenship.

FAMILY ADVOCACY PROGRAM

The Secretary of each Military Department has established a Family Advocacy Program—a program designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence, particularly child neglect and abuse. Family Advocacy Programs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy family life. The Family Advocacy Program includes the following efforts:

- **Prevention.** Efforts to prevent child and spouse abuse, including information and education about the problem in general. Prevention efforts are specifically directed toward potential victims, offenders, and non-offending family members.
- **Direct Service.** Identification, diagnosis, treatment, counseling, rehabilitation, follow-up, and other services directed toward the victims and perpetrators of abuse and their families.
- **Administration.** Needs assessments, program evaluation, research, and other activities to support Family Advocacy Program evaluation and training, including all educational measures, services, or supplies used to prepare or maintain the skills of personnel working in the Family Advocacy Program.

ARMY YOUTH SERVICES

The mission of the Army Youth Services is to provide and manage a comprehensive system of recreational programs at 185 Army installations to support the psychological, emotional, and social growth of 400,000 eligible youth, grades 1-12. Youth Services offers a variety of activities and services in three program areas—leisure and recreation, fitness and sports, and youth development.

- **Youth Services Leisure and Recreation Program** provides activities that promote social interaction, personal growth, recreational skills, and educational opportunities. The program components include arts and crafts, music and theatre, dance, social and cultural events, special interest activities, and seasonal programs.
- **Youth Services Fitness and Sports Program** provides a wide range of opportunities for participation in team, individual, and fitness activities. The program emphasizes fundamentals, maximum participation, and physical conditioning by all youth, rather than winning or losing. Program components include outdoor adventure activities, water activities, martial arts, as well as field and court sports.
- **Youth Services Youth Development Program** provides activities that emphasize social responsibility, community involvement, physical challenge, and intellectual stimulation. The program highlights the development of individual strengths and lifelong coping skills and emphasizes the deterrence of negative behavior. Program components include youth-to-youth sponsorship, teen and pre-teen advisory groups, community service projects, career exploration opportunities, teen centers, satellite outreach services, individual development plans, and support groups.

The Youth Services programs are offered by youth recreation and sports specialists dedicated to Army youth in a wide variety of settings. A current Army initiative, begun in 1980, is to construct and upgrade youth facilities so that they are designed to attract and retain youth participation and to meet all Youth Services programming requirements. This effort is expected to cost about $147.2 million by 1994.

The Army's 1989 Youth Services initiative augments the traditional youth recreation and sports staff with youth development specialists. These program specialists will manage the Youth Development Program and serve as the major liaison with other military and civilian youth serving agencies. They will function both as Army youth advocates and as resource developers. This additional Youth Service staff will cost approximately $4.9 million each year.

The next Youth Services goal, on which work is in progress, is instituting a staffing standard and a professional development and training program that will enable Youth Services to be staffed with paid professional program specialists at every level, in all program areas, on every Army installation with a youth program.

NAVY PERSONAL EXCELLENCE PARTNERSHIP PROGRAM

In March 1986, Admiral James Watkins initiated a Navywide Personal Excellence Program. In April 1987, the Personal Excellence Partnership Division was formed within the Naval Military Personnel Command to provide focus for the Navy's effort to form partnerships with local schools in communities nationwide. The division also collaborates with a broad spectrum of public and private organizations to promote pooling of the resources essential to meet the education, health and fitness, and citizenship needs of today's youth.

The Personal Excellence Partnership Program is designed to foster collaborative partnerships among Navy and other public and private sector organizations nationwide to assist schools and youth-related groups in strengthening the education, health, fitness and citizenship of American youth. The collaborative effort is designed to ensure that a wide range of organizations, including the military, will pool resources to meet the personal excellence needs of youth. Objectives of the program are:

- Increase the number of youth able to meet entry level standards for the workforce;
- Decrease select youth at risk indicators such as rates of illiteracy, school dropout, teenage pregnancy, and suicide;
- Increase levels of academic performance (i.e., improvement in math/science scores, language and computer literacy skills, knowledge of other countries and their cultures);
- Increase healthy behaviors such as physical fitness, nonsmoking, coping skills, drug/alcohol avoidance, good nutrition, and weight control; and
- Foster the practice of community service and good citizenship among American youth.

Currently, individual Navy commands participate in hundreds of partnerships in communities nationwide. These community partnerships are based on volunteer efforts. The Navy and local schools join together in partnerships known as Saturday Scholars, Adopt-A-School, and the Math/Science Initiative.

- **Saturday Scholars** is primarily a tutorial program involving active duty personnel who volunteer to assist young people in elementary and secondary schools on a one-on-one basis to improve their skills in reading and mathematics. The tutoring occurs on 6 -8 consecutive Saturday mornings with a graduation usually taking place during the last week of the program.
- **Adopt-A-School** programs represent the majority of Navy partnerships. They include a wide range of activities from tutoring, lectures, and teacher assistance to fitness activities, field trips, and other activities.
- **Math/Science Initiative** is another volunteer program in which Navy personnel with high tech skills support teachers by helping elementary and secondary school students sharpen their skills in math, science, and computer literacy. Beyond serving as volunteers, Navy men and women nearing retirement may also participate in an accelerated teaching certification program that will enable them to pursue a teaching career in math or science after they leave active duty.

Appendix

U.S. Department of Labor
Employment and Training Administration Regional Administrators

Region I

Robert J. Semlar
Regional Administrator
U.S. Department of Labor/ETA
John F. Kennedy Federal Building
Government Center, Room 1707
Boston, Massachusetts 02203
(617) 565-2258

Region II

Thomas E. Hill
Regional Administrator
U.S. Department of Labor/ETA
201 Varick Street, Room 755
New York, New York 10014
(212) 337-2139

Region III

William J. Haltigan
Regional Administrator
U.S. Department of Labor/ETA
P.O. Box 8796
3535 Market Street, Room 13300
Philadelphia, Pennsylvania 19101
(215) 596-6336

Region IV

Daniel L. Lowry
Regional Administrator
U.S. Department of Labor/ETA
1371 Peachtree Street, N.E., Room 405
Atlanta, Georgia 30367
(404) 347-4411

Region V

Joseph Juarez
Regional Administrator
U.S. Department of Labor/ETA
230 S. Dearborn Street, Room 628
Chicago, Illinois 60604
(312) 353-0313

Region VI

Floyd E. Edwards
Regional Administrator
U.S. Department of Labor/ETA
Federal Building, Room 317
525 Griffin Street
Dallas, Texas 75202
(214) 767-8263

Region VII

Grace A. Kilbane
Regional Administrator
U.S. Department of Labor/ETA
Federal Building, Room 800
911 Walnut Street
Kansas City, Missouri 64106
(816) 426-3796

Region VIII

Luis Sepulveda
Regional Administrator
U.S. Department of Labor/ETA
1961 Stout Street, Room 1668
Denver, Colorado 80294
(303) 844-4401

Region IX

Don A. Balcer
Regional Administrator
U.S. Department of Labor/ETA
P.O. Box 3767
71 Stevenson Street, Room 830
San Francisco, California 94102
(415) 995-5482

Region X

Harry B. Brown
Regional Administrator
U.S. Department of Labor/ETA
Federal Office Building
909 First Avenue, Room 1136
Seattle, Washington 98174
(206) 442-7700

U.S. Department of Health and Human Services
Office of Human Development Services

Region I

A. Kenton Williams
Human Development Services
John F. Kennedy Federal Building
Government Center, Room 2000
Boston, Massachusetts 02203
(617) 565-1500

Region II

Carolyn Woodward
Human Development Services
Jacob K. Javits Federal Building
26 Federal Plaza, Room 4149
New York, New York 10278
(212) 264-4600

Region III

Rick Spitzlog
Human Development Services
3535 Market Street, Room 5280
Philadelphia, Pennsylvania 19101
(215) 596-6492

Region IV

Nell Ryan
Human Development Services
101 Marietta Tower, Room 903
Atlanta, Georgia 30323
(404) 221-2442

Region V

Robert Morran
Human Development Services
105 West Adams, 13th Floor
Chicago, Illinois 60603
(312) 353-5160

Region VI

William Aeosta
Human Development Services
1200 Main Tower, Room 1050
Dallas, Texas 75202
(214) 767-3301

Region VII

Linda Carson
Human Development Services
601 East 12th Street, Room 384
Kansas City, Missouri 64106
(816) 374-2821

Region VIII

Jane Mathiew
Human Development Services
1961 Stout Street, Room 926
Denver, Colorado 80294
(303) 844-3372

Region IX

Jack McCarthy
Human Development Services
50 United Nations Plaza, Room 450
San Francisco, California 94102
(415) 556-6746

Region X

Edward S. Singler
Human Development Services
2201 6th Avenue, Room 556
Mail Stop -RX-0
Seattle, Washington 98121
(206) 442-0420

U.S. Department of Education
Secretary's Regional Representatives

Region I

Edward O'Connell (Acting)
U.S. Department of Education
John W. McCormick PO & Courthouse
Room 536, Post Office Square
Boston, Massachusetts 02109
(617) 223-9317

Region II

John Jurick
U.S. Department of Education
26 Federal Plaza, Room 36-120
New York, New York 10278
(212) 264-7005

Region III

Eugene (Sonny) Kane
U.S. Department of Education
3535 Market Street, Room 16350
Philadelphia, Pennsylvania 19104
(215) 596-1001

Region IV

Thomas A. Stevens
U.S. Department of Education
P.O. Box 1777
101 Marietta Tower Building
Atlanta, Georgia 30301
(404) 331-2502

Region V

Brian Carey (Acting)
U.S. Department of Education
401 South State Street, Suite 700A
Chicago, Illinois 60605
(312) 353-5215

Region VI

Donna Muldrew (Acting)
U.S. Department of Education
1200 Main Tower Building, Room 2125
Dallas, Texas 75202
(214) 767-3626

Region VII

Cynthia A. Harris
U.S. Department of Education
P.O. Box 901381
10220 N. Executive Hills Blvd., 9th Floor
Kansas City, Missouri 64190-1381
(816) 891-7972

Region VIII

Tom Tancredo
U.S. Department of Education
Federal Office Building
1961 Stout Street, Room 380
Denver, Colorado 80294
(303) 844-3544

Region IX

Eugene Gonzales
U.S. Department of Education
50 United Nations Plaza, Room 205
San Francisco, California 94102
(415) 556-4920

Region X

George Hood
U.S. Department of Education
Office of the Secretary's Regional Representative
Jackson Federal Building
915 2nd Avenue, Room 3362
Seattle, Washington 98174-1099
(206) 442-0460

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U.S. Department of Defense
Navy and Marine Corps Family Service Centers

Navy Family Service Centers:

Location	Telephone
Adak, AK	(907) 592-8357
Alameda, CA	(415) 869-4111
Annapolis, MD	(301) 267-2602
Bangor, WA	(206) 396-4115
Barbers Point, HI	(808) 684-7290
Brooklyn, NY	(516) 489-1922
Brunswick, ME	(207) 921-2273
Cecil Field, FL	(904) 778-5194
Charleston, SC	(803) 743-6250
Chase Field, TX	(512) 354-5201
Corpus Christi, TX	(512) 939-3722
Dallas, TX	(214) 266-6137
Earle, NJ	(201) 577-2405
Fort Meade, MD	(301) 677-6848
Great Lakes, IL	(312) 688-3603
Gulfport, MS	(601) 865-2581
Jacksonville, FL	(904) 772-5706
Key West, FL	(305) 292-3152
Kings Bay, GA	(912) 673-4512
Kingsville, TX	(512) 595-6333
Lemoore, CA	(209) 998-3456
Little Creek, VA	(804) 464-7563
Long Beach, CA	(213) 547-6126
Mare Island, CA	(707) 646-2527
Mayport, FL	(904) 241-6600
Memphis, TN	(901) 872-5075
Meridian, MS	(601) 679-2360
Miramar, CA	(619) 537-4099
Moffett Field, CA	(415) 966-4912
Monterey, CA	(408) 646-3060
New London, CT	(203) 449-3383
New Orleans, LA	(504) 361-2558
Newport, RI	(401) 841-2283
Norfolk, VA	(804) 444-2102
North Island, CA	(619) 437-6693
Oceana, VA	(804) 433-2912
Orlando, FL	(407) 646-4144
Patuxent River, MD	(301) 863-4911
Pearl Harbor, HI	(808) 474-4222
Pensacola, FL	(904) 452-5990
Philadelphia, PA	(215) 897-5126
Point Loma, CA	(619) 553-7505
Port Hueneme, CA	(805) 982-4885
Puget Sound, WA	(206) 476-5113
Roosevelt Roads PR	(809) 865-2000 X4091
San Diego, CA	(619) 556-4704
Sand Point, WA	(206) 526-3367
South Weymouth, MA	(617) 786-2581
Treasure Island, CA	(415) 765-5789
Wahiawa, HI	(808) 653-5539
Washington, DC	(202) 433-6150
Whidbey Island, WA	(206) 257-2903
Whiting Field, FL	(904) 623-7177
Willow Grove, PA	(215) 443-6024

Marine Corps Family Service Centers:

Location	Telephone
Albany, GA	(912) 439-5276
Arlington, VA	(202) 694-5064
Barstow, CA	(619) 577-6533
Beaufort, SC	(803) 522-7351
Camp Lejeune, NC	(919) 451-1362
Camp Pendleton, CA	(619) 725-5361
Cherry Point, NC	(919) 466-5856
El Toro, CA	(714) 651-2771
Jacksonville, NC	(919) 451-6110
Kaneohe Bay, HI	(808) 257-2128
Kansas City Metro, MO	(816) 926-7106
Parris Island, SC	(803) 525-3791
Quantico, VA	(703) 640-2659
San Diego, CA	(619) 225-4357
Tustin, CA	(714) 651-7266
Twentynine Palms, CA	(619) 368-6344
Yuma, AZ	(602) 726-3421

U.S. Department of Labor
Job Training Partnership Act Title II-A Allotments to States
Program Year 1989 (July 1, 1989–June 30, 1990)

State	Title II-A Allotment for PY 1989	Percent Change From PY 1988
Alabama	$39,536,916	-10.78
Alaska	6,525,963	+ 4.52
Arizona	23,590,066	- 5.45
Arkansas	25,219,161	+ 8.48
California	183,035,142	+ 1.07
Colorado	28,517,359	- 1.17
Connecticut	9,509,392	-11.08
Delaware	4,457,582	- 1.20
District of Columbia	5,426,859	-11.08
Florida	63,868,146	+ 4.13
Georgia	40,988,178	+12.27
Hawaii	4,663,848	-11.08
Idaho	9,406,332	- 3.14
Illinois	99,565,573	+ 5.64
Indiana	32,899,563	-11.08
Iowa	17,210,087	-11.08
Kansas	9,332,082	-11.08
Kentucky	41,852,122	+ 6.13
Louisiana	63,942,299	- 2.85
Maine	5,968,897	- 4.37
Maryland	19,309,657	+ 8.26
Massachusetts	20,250,997	-11.08
Michigan	95,193,607	+15.96
Minnesota	20,349,307	- 3.21
Mississippi	32,550,450	- 7.07
Missouri	34,489,693	+10.51
Montana	7,917,824	+10.05
Nebraska	6,332,133	-11.08
Nevada	6,581,597	+ 3.64
New Hampshire	4,457,582	- 1.20
New Jersey	29,203,407	-11.08
New Mexico	17,126,683	+ 8.54
New York	94,544,905	-11.08
North Carolina	27,612,128	-11.08
North Dakota	4,457,582	- 1.20
Ohio	80,400,855	- 8.48
Oklahoma	25,755,780	-11.08
Oregon	19,936,621	-11.08
Pennsylvania	71,500,850	-11.08
Puerto Rico	77,555,294	+ 9.74
Rhode Island	4,457,582	- 9.26
South Carolina	20,389,867	- 4.33
South Dakota	4,457,582	- 1.20
Tennessee	36,341,763	- 9.62
Texas	170,320,426	+ 3.74
Utah	9,580,826	- 4.57
Vermont	4,457,582	-1.20
Virginia	25,456,830	-10.02
Washington	39,265,302	+1.31
West Virginia	23,556,000	+13.17
Wisconsin	29,248,932	-6.16
Wyoming	4,457,582	-3.12
TOTAL	$1,787,772,000	-1.20

Other allotments for JTPA Title II-A for Program Year 1989 are as follows: American Samoa, $195,906; Guam, $1,181,934; Marshall Islands, $487,746; Micronesia, $1,147,905: Northern Marianas, $125,000; Palau, $125,000; and Virgin Islands, $1,475,716. These figures are included in the total of $1,787,772,000. Source: Partnership for Training & Employment Careers from data supplied by the U.S. Department of Labor.

U.S. Department of Labor
Job Training Partnership Act Title II-B (Summer)
Allotments to States–Summer of Calendar Year 1989

State	Title II-B Allotment for 1989	Percent Change From 1988	State	Title II-B Allotment for 1989	Percent Change From 1988
Alabama	$15,230,848	-12.86	Nevada	2,533,372	+2.58
Alaska	2,509,214	+2.38	New Hampshire	1,759,490	-4.26
Arizona	9,088,384	-7.76	New Jersey	16,151,325	-13.83
Arkansas	9,711,931	+5.75	New Mexico	6,593,962	+5.88
California	70,528,504	-1.55	New York	36,908,521	-13.83
Colorado	10,973,032	-3.32	North Carolina	10,903,115	-13.83
Connecticut	5,980,781	-13.83	North Dakota	1,759,490	-4.26
Delaware	1,759,490	-4,26	Ohio	30,959,267	-10.55
District of Columbia	4,955,670	-13.83	Oklahoma	9,832,824	-13.83
Florida	24,621,954	+1.26	Oregon	7,517,380	-13.83
Georgia	15,800,583	+9.06	Pennsylvania	26,842,002	-13.83
Hawaii	1,805,289	-13.83	Puerto Rico	29,889,635	+6.71
Idaho	3,622,102	-5.41	Rhode Island	2,180,420	-13.83
Illinois	38,321,955	+3.19	South Carolina	7,864,806	-6.98
Indiana	13,626,344	-13.83	South Dakota	1,759,490	-4.26
Iowa	6,508,249	-13.83	Tennessee	14,006,726	-11.86
Kansas	3,590,204	-13.83	Texas	65,527,821	+1.46
Kentucky	16,112,017	+3.58	Utah	3,692,264	-7.01
Louisiana	24,596,400	-4.89	Vermont	1,759,490	-4.26
Maine	2,304,506	-12.31	Virginia	9,821,583	-12.47
Maryland	8,461,088	-13.83	Washington	15,111,738	-0.97
Massachusetts	12,443,965	-13.83	West Virginia	9,063,932	+10.53
Michigan	36,624,989	+13.27	Wisconsin	11,266,722	-8.44
Minnesota	7,846,619	-5.49	Wyoming	1,759,490	-4.26
Mississippi	12,535,367	-9.23			
Missouri	13,289,183	+7.52	TOTAL	718,050,000	-4.26
Montana	3,049,132	+7.27			
Nebraska	2,433,527	-13.83			

Other allotments for JTPA Title II-B for the Summer of Calendar Year 1989 are as follows: American Samoa, $54,510; Guam, $664,813; Marshall Islands, $19,591; Micronesia, $46,428; Northern Marianas, $25,499; Palau, $7,688; and Virgin Islands, $376,958. An additional $13,058,321 has been allocated to Native American summer youth programs. These figures are included in the total of $718,050,000. Source: Partnership for Training & Employment Careers from data supplied by the U.S. Department of Labor.

Positive termination[1] rates for Job Training Partnership Act Title IIA youth terminees (less than 22 years old) by program activity and selected characteristics: youth terminated from JTPA during Program Year 1987 (July 1987–June 1986) and Program Year 1986 (July 1986–June 1987)

Selected Characteristics	Program Year 1987	Program Year 1986
Total youth terminees	317,300	293,200
Total youth terminees with positive terminations[1]	230,200	208,900
Positive Termination Rate	73	71
Sex:		
Male	73	73
Female	72	69
Minority Status:		
White (excluding Hispanic)	77	72
Black (excluding Hispanic)	67	68
Hispanic	73	76
Other	61	71
Age at Enrollment:		
Younger than 19	71	70
19–21 years old	76	73
Economically disadvantaged	72	71
Unemployment compensation claimant at application	73	81
Participant did not work during the 26 weeks prior to application	70	68
Handicapped	73	66
Veteran at application	80	79
Receiving public assistance at application:		
AFDC	66	65
Cash public assistance (AFDC, General, Refugee, SSI)	67	64
Food stamps	67	65
Education status:		
School dropout	69	67
Student (high school or less)	70	70
High school graduate or equivalent (no post high school)	78	75
Post high school	83	82

[1]Data in the above table are derived from the Job Training Quarterly Survey (JTQS) Quick Turnaround component. For JTQS terminees of all ages, positive terminations are: entered employment; entered registered apprenticeship program; entered Armed Forces; returned to full-time school; entered employment-training program; or completed major level of education. In addition, for purposes of the above table, positive terminations also include completion of program objective (only for persons younger than 16), and attainment of youth competencies, pre-employment skills, basic education skills, or job specific skills).

Positive termination[1] rates for Job Training Partnership Act Title IIA youth terminees (less than 22 years old) who dropped out of school and were terminated from JTPA during Program Year 1987 (July 1987–June 1986) and Program Year 1986 (July 1986–June 1987)

Selected Characteristics	Program Year 1987	Program Year 1986
Total youth terminees	85,800	79,700
Total youth terminees with positive terminations[1]	59,500	53,100
Positive Termination Rate	69	67
Sex:		
Male	70	71
Female	69	61
Minority Status:		
White (excluding Hispanic)	74	70
Black (excluding Hispanic)	61	61
Hispanic	70	69
Other	65	68
Age at Enrollment:		
Younger than 19	68	64
19–21 years old	71	69
Economically disadvantaged	69	66
Unemployment compensation claimant at application	64	59
Participant did not work during the 26 weeks prior to application	67	64
Handicapped	70	70
Veteran at application	74	68
Receiving public assistance at application:		
AFDC	62	53
Cash public assistance (AFDC, General, Refugee, SSI)	62	54
Food stamps	66	57
Education status:		
School dropout	69	67
Student (high school or less)	–	–
High school graduate or equivalent (no post high school)	–	–
Post high school	–	–

[1]Data in the above table are derived from the Job Training Quarterly Survey (JTQS) Quick Turnaround component. For JTQS terminees of all ages, positive terminations are: entered employment; entered registered apprenticeship program; entered Armed Forces; returned to full-time school; entered employment-training program; or completed major level of education. In addition, for purposes of the above table, positive terminations also include completion of program objective (only for persons younger than 16), and attainment of youth competencies, pre-employment skills, basic education skills, or job specific skills).

Estimated direct expenditures for education in the United States[1], 1987–1988 and 1988–1989 (dollars in billions)

Source of Funds by Level	1987–1988[2] Dollars	Percent	1988–1989[2] Dollars	Percent
Elementary and Secondary:				
Federal[3]	$11.2	6.0%	$11.8	5.9%
State	84.9	45.4%	90.7	45.5%
Local	75.4	40.3%	80.3	40.3%
All Other	15.6	8.3%	16.4	8.2%
Subtotal, Elementary and Secondary	187.1	100.0%	199.2	100.0%
Postsecondary:				
Federal[3]	$15.5	12.6%	$16.6	12.6%
State	36.5	29.7%	39.52	9.9%
Local	3.1	2.6%	3.4	2.6%
All Other	67.7	55.1%	72.8	55.0%
Subtotal, Postsecondary	122.9	100.0%	132.3	100.0%
All Levels:				
Federal[3]	$26.7	8.6%	$28.5	8.6%
State	121.4	39.2%	130.2	39.3%
Local	78.6	25.3%	83.7	25.3%
All Other	83.4	26.9%	89.1	26.9%
Total, All Levels	$310.0	100.0%	$331.5	100.0%

[1]Data revised from previously published figures.
[2]Projected.
[3]Includes expenditures of all federal agencies.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data and Financial Statistics of Institutions of Higher Education, surveys and unpublished data.

Note: Federally supported student aid that goes to higher education institutions through students tuition payments is shown under All Other rather than federal. Such payments would add substantial amounts and several percentage points to the federal share. Because of rounding, detail does not add to totals.

U.S. Department of Education, Summary of Fiscal Year 1990 Budget (dollars in millions)

Program and Activity	1988 Appropriation	1989 Appropriation	1990 Request
Elementary and Secondary Education:			
Chapter 1	$4,327.9	$4,570.2	$4,721.5
Impact Aid	708.5	733.1	629.3
Chapter 2	503.7	490.7	507.2
Fund for Innovation in Education	4.7	11.2	15.7
Drug-Free Schools	229.8	354.5	366.6
Mathematics and Science Education	119.7	137.3	142.0
Fund for Improvement and Reform of Schools and Teaching	0.0	5.9	5.9
Magnet Schools	71.8	113.6	114.6
Civil Rights, Title IV	23.5	23.4	23.4
Indian Education	66.3	71.6	74.2
Other (includes HEP/CAMP)	86.2	89.3	34.1
TOTAL	6,142.1	6.600.9	6.634.5
Bilingual Education:			
Bilingual Education	146.6	151.9	157.1
Immigrtant and Refugee Education	45.2	45.4	47.0
TOTAL	191.8	197.4	204.1
Special Education and Rehabilitative Services:			
Special Education:			
State Grants	1,699.8	1,792.3	1,844.8
Special Purpose Funds	169.2	169.0	169.0
Subtotal	1,869.0	1,961.3	2,013.8
Rehabilitative Services:			
State Grants	1,412.9	1,476.7	1,538.0
Special Purpose Funds	177.5	185.5	188.4
Subtotal	1,590.4	1,662.2	1,726.4
Special Institutions	99.1	104.7	109.9
TOTAL	3,558.5	3,728.1	3,850.2
Vocational and Adult Education:			
Vocational Education	888.2	918.4	949.4
Adult Education	134.0	162.2	170.0
TOTAL	1,022.3	1,080.6	1,119.4

U.S. Department of Education, Summary of Fiscal Year 1990 Budget (dollars in millions) CONTINUED

Program and Activity	1988 Appropriation	1989 Appropriation	1990 Request
Postsecondary Education:			
Student Financial Aid:			
Pell Grants	4,260.4	4,483.9	4,740.0
Supplemental Grants	408.4	438.0	452.9
Work-Study	588.2	610.1	610.1
Income-Contingent Loans	4.3	4.9	20.0
Perkins Loans	210.6	205.5	22.0
State Student Incentive Grants	72.8	71.9	0.0
Guaranteed Student Loans	2,565.0	3,174.4	2,962.5
Subtotal	8,109.8	8,988.7	8,807.5
Institutional Aid & Other Postsecondary:			
Title III	152.4	174.6	180.5
FIPSE	11.6	11.9	11.9
Minority Science Improvement	5.3	5.3	5.5
International Education	30.7	31.1	30.3
TRIO	205.8	219.3	228.2
Higher Education Facilities	109.6	54.1	27.9
Scholarships and Fellowships	58.7	66.7	46.0
Other	41.7	32.6	11.5
Howard University	172.2	179.0	184.9
Subtotal	788.1	774.4	726.7
TOTAL	8,897.8	9,763.1	9,534.2
Education Research and Improvement:			
Research and Statistics	67.5	78.2	88.3
Libraries	135.1	137.2	137.2
TOTAL	202.6	215.4	225.5
Departmental Management:			
Program Administration	241.0	256.0	274.9
Office for Civil Rights	40.5	40.8	45.2
Office of the Inspector General	17.6	18.2	22.0
TOTAL	299.1	315.0	342.1
GRAND TOTAL	**$20,314.2**	**$21,900.6**	**$21,910.0**

Source: U.S. Department of Education.

Publications of

YOUTH AND AMERICA'S FUTURE:

THE WILLIAM T. GRANT FOUNDATION COMMISSION ON WORK, FAMILY AND CITIZENSHIP

The Grant Commission issued its Interim Report, **The Forgotten Half: Non-College Youth in America** (104 pages), on January 20, 1988. The Commission's Final Report is **The Forgotten Half: Pathways to Success for America's Youth and Young Families** (208 pages), issued on November 17, 1988. Each is available from the Commission for the publication and handling charge of *$5.00 each.*

Publications of the Commission are not *copyrighted* and their *reproduction is encouraged.* When quoting or reproducing Commission publications, please note the source as: **"Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship."**

* * *

- The following four **Information Papers** are available for *$5.00 each postpaid* from: **William T. Grant Foundation Commission on Youth and America's Future,** Suite 301, 1001 Connecticut Avenue, NW, Washington, D.C. 20036-5541.

American Youth: A Statistical Snapshot *by James Wetzel* **Enlarged and Updated Edition for 1989–90.**

Drawing on the latest statistically reliable government surveys, this demographic review captures much of the diversity inherent in a collective portrait of American 15–24 year-olds. Includes data on marriage, childbearing, living arrangements, income, education, employment, health, and juvenile justice. Historical trends as well as future projections are presented along with charts and tables.

Current Federal Policies and Programs for Youth, 1989–90 *by J.R. Reingold and Associates*

Who is doing what for youth in the federal government? This concise survey of current federal policies and programs for youth in Education, Health and Human Services, Labor, Justice, and Defense provides a one-of-a-kind resource for researchers, practitioners, analysts, and policymakers who want quick access to accurate information about federal youth policy. *Includes state-level allocation tables.* **Revised and Enlarged Edition for 1989–90.**

Youth Policies and Practices in Selected Countries *by Rosemary George*

Presents the salient features of the post-compulsory education and training policies of 11 foreign countries designed to smooth the transition of non-college-bound youth into the workplace. The countries are: Australia, Britain, Canada, Finland, France, West Germany, Hungary, Ireland, Japan, Norway, and Sweden. *Includes tables.*

Facts and Faith: A Status Report on Youth Service *by Anne C. Lewis,* **Commentary** *by Jane Kendall*

Clarifies the underlying assumptions and reviews the current state of knowledge about youth service programs, including barriers and supports for such programs. The overriding challenge of youth service is to combine the dual needs that youth have: to work and to serve. Citing dozens of local state, and national youth service programs, this analysis is a vital resource for policymakers and community leaders. Commentary stresses the value of service-learning.

- The following **Working Papers** were prepared for the Commission's deliberations by a variety of scholars and practitioners. They are available from the Commission at *$10.00 each postpaid.*

Youth Transition from Adolescence to the World of Work *by Garth L. Mangum.* **Commentaries** *by Marvin Lazerson and Stephen F. Hamilton.*

Summarizes labor market realities, employer expectations, parental influences, and the difficulties youth experience as they move into the world of work. Highlights vocational education, apprenticeship, and on-the-job training opportunities available for youth. Makes recommendations for how families, schools, and workplaces can aid youth in the transition to work.

Youth and the Workplace: Second-Chance Programs and the Hard-to-Serve *by Thomas J. Smith, Gary C. Walker, Rachel A. Baker, (Public/Private Ventures).* **Commentaries** *by Gary Burtless, Jacqueline P. Danzberger, Morton H. Sklar, Richard F. Elmore.*

Second-chance education, training, and employment programs of the last decade are detailed. Includes tables and an appendix of model programs for at-risk youth. Four commentaries expand the research and policy recommendations.

Vanishing Dreams: The Growing Economic Plight of America's Young Families *by Clifford M. Johnson, Andrew M. Sum, and James D. Weill.* (Published by Children's Defense Fund with partial assistance from Youth and America's Future.)

Publications of Youth and America's Future

Who Will Train and Educate Tomorrow's Workers? The Financing of Non-College-Bound Young Workers' Recurrent Education *by Robert Sheets, Andrew Hahn, Robert Lerman and Erik Butler.*

Advocates the need for universal recurrent education and discusses practical ways of achieving expanded post-secondary opportunities for non-college youth, the major losers in today's labor market. Describes public, private, and cooperative strategies that can begin to close the gap between education and work.

Youth and Work: What We Know, What We Don't Know, What We Need to Know *by Ivan Charner and Bryna Shore Fraser (National Institute for Work and Learning).* **Commentaries** *by Sue E. Berryman and Hayes Mizell.*

A comprehensive analysts of research on the educational, occupational, and personal benefits youth accrue through work. Examines work patterns of demographic subgroups, roles and responsibilities of youth workers, reasons for and attitudes toward participation in work, and actual work experiences.

The Bridge: Cooperative Education for All High School Students *by Cynthia Parsons.* **Commentaries** *by Dennis Gray and David Lynn, Morgan V. Lewis, Roy L. Wooldridge.*

Calling for a fundamental change in American high schools, the founder of a successful Vermont community service program presents a rationale and methodology for experiential and cooperative education models. Underscores the benefits of combining learning and doing in a school-based, supervised setting.

What Does the Independent Sector Do for 16–24 Year-Olds? *by Miriam M. Wood.* **Commentaries** *by Virginia Hodgkinson and Leonard W. Stern.*

Identifies, quantifies, and analyzes the role of independent sector agencies and organizations serving 16–24 year-olds. Interprets factors, including funding and organizational barriers, that affect the vitality of human service agencies.

The Interaction of Family, Community, and Work in the Socialization of Youth *by Stephen F. Hamilton.* **Commentaries** *by John Ogbu and Paul Riesman.*

Explores the critical connections among family, community, and the workplace as they interact with young people. Calls for establishing intentional policy among these three spheres of influence to bolster their separate, but interconnected roles in socializing youth.

The Difference that Differences Make: Adolescent Diversity and Its Deregulation *by Melvin D. Levine, M.D.* **Commentaries** *by Michael S. Wald and John H. Martin.*

Discusses how teaching methods and expectations can constrict the ways in which young people learn, denying many access to education and employment opportunities. Contends that predetermined memory, verbal, and written criteria—to which a large number of students cannot and do not respond well—are often the only vehicles for showing knowledge. Argues for a wider lens through which to view young people and their abilities.

Transitional Difficulties of Out-of-Home Youth *by Joy Dunn and Gordon Raley.* **Commentaries** *by Eileen M. Pasztor and Peter R. Correia III and Anita Fream.*

A targeted look at a vulnerable part of the youth population—foster care youth and runaways—who they are, how many they are, what programs serve them, what special problems they encounter in their transition to adulthood, what more needs to be done. Examines independent living programs that assist older out-of-home youth in preparing for life and work.

The Transition to Adulthood of Youth with Disabilities *by David Vandergoot, Amy Gottlieb, and Edwin W. Martin.* **Commentaries** *by Sharon Stewart Johnson and Diane Lipton and Mary Lou Breslin.*

Cites youth with disabilities as an economically disadvantaged subgroup and explores family support, education, and employment issues as well as the barriers to community participation and self-sufficiency particular to these youth. Includes extensive research findings and policy recommendations.

Mutuality in Parent-Adolescent Relationships *by James Youniss.* **Commentaries** *by Ann C. Crouter and John H. Leuko.*

Through a comprehensive review of recent research, counters popular mythology that adolescent relationships with parents and peers are negative. Provides a context for adolescent-parent and adolescent-peer relationships to guide program development and policy considerations.

Communities and Adolescents: An Exploration of Reciprocal Supports *by Joan Wynn, Harold Richman, Robert A. Rubenstein, and Julia Littell, with Brian Britt and Carol Yoken.* **Commentaries** *by Diane P. Hedin and Judith B. Erickson.*

What can communities do to be more responsive to youth and what can communities expect from youth? Explores the rich variety of community supports that can be made available to adolescents if individual communities decide to make youth a priority. Appendix includes 22 selected studies describing the differing impacts of community supports on adolescents.

Determinants of Youth's Successful Entry into Adulthood *by Sarah Gideonse.* **Commentaries** *by Elijah Anderson and David F. Ricks.*

What prevents youth from successful entry into adulthood: individual defects or environment flaws? Addresses the factors which account for the difficulties youth have in assuming adult roles. Examines characteristics and circumstances that promote positive changes in young people and explains why it is never too late for interventions—even for youth with multiple problems.

Family Influences on Transitions to the Adult Job Market *by Robert I. Lerman and Theodora Ooms.* **Commentaries** *by Frank F. Furstenberg, Jr. and Margaret Simms.*

Analyzes the often ignored interrelationship of family influences and youth employment decisions. Emphasizes the critical connections among youth's living arrangements, the responsibilities of young people, and their choices about work.

Barriers to Developing Comprehensive and Effective Youth Services *by William Treanor.* **Commentaries** *by David Richart and Dorothy Stoneman.*

A provocative discussion of the youth service world: prevailing attitudes toward youth, history, funding dilemmas, and leadership and staffing scenarios. Recommends a prototype for youth service systems.

ANNOUNCING...
IMPORTANT NEW RESOURCES FROM...

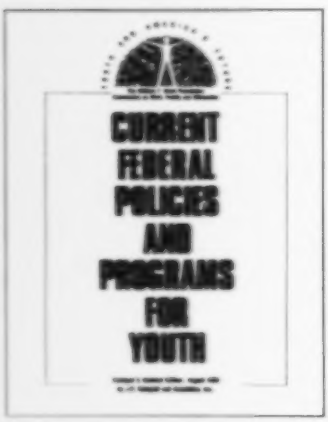
Youth and America's Future:

The William T. Grant Foundation Commission on Work, Family and Citizenship

NEW AND UPDATED RELEASES FOR 1989-1990

1. CURRENT FEDERAL POLICIES AND PROGRAMS FOR YOUTH, 1989-1990

by J.R. Reingold and Associates



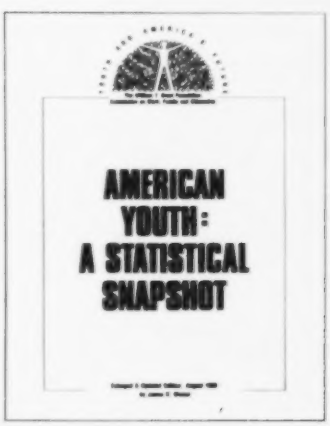
At last, an easy-to-use guide through the maze of federal programs for adolescents and young adults. There is a surprising amount of activity in support of young people. This new and expanded revised edition of Current Federal Policies and Programs for Youth makes it possible for those "outside the Washington beltway" to make sense of who's doing what for young people.

Program descriptions with current funding levels, as well as the Bush Administration's 1990 budget proposals, are included for scores of programs in five departments: Labor, Health and Human Services, Education, Justice, and Defense. Each agency's major activities and current directions for youth are highlighted and put into perspective by a brief but provocative introduction. A rich appendix provides additional sources of reliable information.

For practitioners and policymakers who need to know what funding is available and for the researcher who needs comprehensive budget data covering several years, *Current Federal Policies and Programs, 1989-1990* is "a must resource." **$5.00 postpaid.**

2. AMERICAN YOUTH: A STATISTICAL SNAPSHOT, 1989-1990 *by James R. Wetzel*

At a time when Americans are deeply concerned about youth...we are too easily swayed toward stereotyping all youth through powerful anecdotal evidence, rather than seeing them as they really are.
Harold Howe II,
–former US Commissioner of Education



This 1989-90 edition of *American Youth: A Statistical Snapshot* counters the tendency to sterotype by clearly and thoroughly documenting the current status of American youth and the direction of trends that affect their future and ours. The latest U.S. Census Bureau and other reliable data provide a comprehensive outline of education, employment, income, drug and alcohol use, and rates of marriage and childbearing among our nation's 16 to 24-year olds. Breakdowns by race, sex, and ethnicity are included and major findings are vividly displayed in a dozen charts and graphs. The depth and breadth of this sometimes surprising overview of youth makes this invaluable resource compelling reading for anyone interested in young people and America's future. **$5.00 postpaid.**

ALSO AVAILABLE

THE FORGOTTEN HALF: NON-COLLEGE YOUTH IN AMERICA, *January 1988.* Focuses on the obstacles young people face and the opportunities they need to successfully make the school-to-work transition – especially the half of our 16-25 year-olds who are not likely to go on to college. Many charts, tables, and references. (108 pages) **$5.00 postpaid.**

THE FORGOTTEN HALF: PATHWAYS TO SUCCESS FOR AMERICA'S YOUTH AND YOUNG FAMILIES, *November 1988.* Presents sobering data on the declining economic fortunes of American youth. An impressive array of research and exemplary programs chart the many pathways that young people need to succeed not only as workers, but as parents, and citizens. (208 pages) **$5.00 postpaid.**

YOUTH POLICIES AND PRACTICES IN SELECTED COUNTRIES *by Rosemary George.* Presents the salient features of the post-compulsory education and training policies to smooth the transition of youth to work in 11 countries: Australia, Britain, Canada, Finland, France, West Germany, Hungary, Ireland, Japan, Norway, and Sweden. *Includes tables.* **$5.00 postpaid.**

FACTS AND FAITH: A STATUS REPORT ON YOUTH SERVICE *by Anne C. Lewis,* Commentary *by Jane Kendall.* Outlines the current knowledge about youth community service: what works, what doesn't and why. This vital resource cites dozens of local, state, and national programs and includes penetrating policy recommendations. Commentary stresses the value of service-learning, combining practical experience and academic study. **$5.00 postpaid.**

VANISHING DREAMS: THE GROWING ECONOMIC PLIGHT OF AMERICA'S YOUNG FAMILIES, *by Clifford M. Johnson, Andrew M. Sum, and James D. Weill.* (Published by Children's Defense Fund with assistance from Youth and America's Future.) Analyzes the widening economic gaps between young families with and without children, between young families headed by persons with the least and most education, and between younger and older families. Examines the consequences of falling earnings and incomes among young families: decreased marriage rates, growing inability to afford housing and child care, and declining health insurance coverage. Includes regional trends in economic status. **$10.00 postpaid.**

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